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**CAUSAL FACTORS IN TEACHER STRESS AND MORALE**

**Causes of absenteeism, low morale, illness and loss of efficiency among secondary school teachers with recommendations for the improvement of working conditions, effectiveness and the self-concept of teachers.**

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## ABSTRACT

Problems that face teachers, especially those in secondary schools, are discussed. How they have developed over the years to what is now considered to be a crisis level, the increase in absenteeism and illness of the teaching force are also reviewed.

A review of existing material explains the nature of stress. The psychological aspects are reviewed paying particular attention to the many coping mechanisms that the person will employ and explains how perceptions of situations can play a vital role.

Factors that create stress for the teacher are discussed and categorised into familiar sections including pupils, working conditions, working in an organisation, the effects of management, the self concept and role conflict. Selection, training, assessment, pay and promotion are dealt with together in an additional category.

Results from a Questionnaire completed by teachers from four local education authorities provides additional material to be considered and reinforces many of the previous claims and observations. After the findings are discussed, conclusions and recommendations are made for the improvement of morale and the reduction of stress in the teaching profession.

Many of the conclusions made are linked closely to the self concept of the teacher. This self concept appears to be the focal point at which the problems besetting the teacher meet and are dealt with in either a positive or negative manner. Many of the recommendations made have the effect on the self concept of the teacher as a prominent feature.

The stress provoking situations experienced by teachers seem to be reaching unacceptable levels. The physical and mental welfare of teachers is called upon to be monitored in order to reduce the harmful effects that poorly motivated teachers may have on pupils and in order to reduce the physical and mental difficulties apparently being suffered by the teaching profession.



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## **CHAPTER ONE**

### **STATEMENT OF THE PROBLEM**

#### **a. Introduction**

The present state of the teaching profession is one of confusion, dissatisfaction, union disruption and failure. Teachers are leaving the profession on grounds of poor pay, poor prospects and illness. Articles in the Times Educational Supplement and other educational journals mentioned later in the study support this statement and are growing in frequency. Absenteeism has never been as high (a recent report in the TES claimed that it has risen by 20% over the last ten years). Illness and suicide are at a rate so high as to be frightening. Early retirements have never been so popular and sought after. There is unrest and yet no movement. Accusations of inefficiency and incompetence are levelled at teachers and public respect as well as confidence are almost as low as the morale of the teachers it is directed at.

The teaching profession has never been able, in its organisation and administration, to profess untarnished records of foresight. We live now with the mistakes as well as the victories of educational planning. In hind sight the mistakes were inevitable and some say as a result of non consultation with teachers over major issues. A similar mistake will be made with stress and morale if it is continually ignored by all concerned and, in particular, the unions and government. In the space of one or two decades stress in teaching will have reached major proportions and the effects will be plain to see. Someone will then say, "If only we had understood it, we could have mastered it by now". This study will hopefully provide the necessary information and lead to more understanding of the problem and how we can cope with teachers who are trying to cope; with their job and themselves.

Let it not be assumed that this study claims all teachers to be blameless and innocent and mere victims of the unbeatable foe called stress. On the contrary, it is claiming that many teachers are ill equipped and totally unsuited to their job. However, the system allowed them to reach their qualified status. Blame, or buck, knows few desks to stop at in the world of education.

In this research an attempt has been made to isolate the relevant aspects of stress-inducing situations that pertain to the teaching profession – to those members of it who are considered by society as normal individuals and those who under normal conditions adapt to stress and difficulties without any real harmful effects. Everyone faces stress every day. It takes many forms; from making a decision involving millions of company pounds to finding oneself watching a favourite television programme and there being a power cut. The feeling aroused can be described as anxiety, tension and frustration plus many others but they can all come under the aegis of stress. Why is the whole population not trembling with indecision and the effects of stress then? Why do some people feel the effects of stress more acutely than others? To a large degree the answer appears to lie in the term 'coping mechanisms' which is something we all possess but to different degrees. The question for this study is to ascertain which situations require coping techniques over and above the permitted level by the body; those that are going to drain the resources of the body to an extent that it becomes dangerous to the well being of the individual.

A little anxiety from time to time can be beneficial to task performance provided we are able to recognise our own personal optimum arousal level. This is illustrated by the Yerkes – Dodson law which states that performance is improved by anxiety until an optimum level of arousal is attained. As Norfolk points out (Norfolk, 1977), when stress is handled effectively it provides the



motivation which encourages us to overcome the obstacles which separate us from our hopes and goals.

In fact, Norfolk claims that a regular shot of adrenalin is a wonderful cure for lethargy and boredom. It is when the shots of adrenalin become too frequent, take the individual beyond the comfortable arousal state and the individual does not attain the desired hopes and goals, that the person is taken into the danger zones. Many people who are unable to accept that the mind, as well as the body, has minor disturbances find it hard to accept that anxiety of any form is not a disgrace or an admittal of weakness. We tend to our body, why do we shy away from tending to our mind? In our attitudes to mental illness at any level, we are still living with the 19th century fears and suspicions of insanity and witchcraft and can not come to terms with the fact that the mind is merely another 'part' of our total being; susceptible to ailments and upsets as are all the other parts but most of these are visible and that seems to make a difference. However, to a trained observer, the ailments pertaining to the mind are often just as clear.

As Jack Dunham points out (NAS, 1976) a general explanation of the development of a high level of anxiety in some teachers, which is still accepted in staffrooms, is that they are weak personalities who are not robust enough to withstand the rigours of the classroom. This perspective looks only at the personality of the anxious or sick teacher and does not promote attempts to identify the sources of their anxiety or sickness. Teachers are aware of this situation and constantly attempt to hide any behaviour that suggests or even hint at their being unable to cope. This merely exacerbates the situation. Random samples of staffrooms will show this attitude lingers with considerable intensity, especially in secondary education. Sometimes it is deserved, but not always. However, we are beginning to fall into the trap of associating and equating mental stability, efficiency and competence with

strong discipline and the ability to contain classfuls of pupils without distraction to other classes. This is a dangerous assumption to make. The problem here is that too many teachers are coming into the profession with this attitude. The quiet, concerned introvert is often condemned as incompetent whereas a lazy, inefficient teacher may be deemed as superior purely because he can handle the more difficult pupils.

We have to look at what criteria we measure teachers by. It could be argued that containing and controlling disruptive pupils has nothing to do with teaching. However, there are those who maintain that discipline is THE most important quality for a teacher in todays schools - who has allowed this attitude to flourish? This is one of the most important questions that teachers require an answer to. They argue that if society insists that discipline is a crucial qualification, then why have almost all deterrents been taken away from the teacher; deterrents that most teachers would claim to be incentives (positive deterrents). The classroom teacher feels abandoned at a time when public violence in all forms is on the increase, especially in the secondary age range. We are constantly told that schools are to blame for soccer hooliganism, petty theft, muggings, inner city riots and more. Yet at the same time, sanctions and deterrents are being removed from the hands of the teacher as a moral educator; a removal of sanctions, not an exchange for other positive deterrents. The parents and pupils are aware that this situation exists and take advantage. The teacher is left 'undefended' to face growing numbers of youngsters who resent their compulsory attendance at school but must be controlled and 'educated at all costs'. Cost to whom?

In teaching, situations that cause stress are becoming accepted as occupational hazards. Pupil confrontation is just one of those situations but teachers must be shielded from the effects it can cause; the present situation is not acceptable to any normal self respecting human being. Pupils who

swear, gesture, spit at, ignore, attack physically and verbally and generally go out of their way to invent new and more potent methods of intimidation, shielding behind the law that teachers are not permitted to cane or physically touch them, must be stopped if not only for the sake of the sanity of the teacher, but for our society and its moral standards. The effects of this type of humiliation on a teacher, no matter how experienced, can not be appreciated by the lay person. It eats away at whatever self respect and self image the teacher has remaining. An attempt to explain these effects is included in the section dealing with self concept and it is this aspect of the personality that is eroded through constant confrontation.

Many teachers feel that accountability and responsibility for the bad behaviour of pupils should be removed from the teacher and placed firmly in the hands of the parents; a return, many say, to the old fashioned social attitudes. There are too few guidelines and directives concerning this question and it is an issue that is growing in force and relevance to teachers, local education authorities, parents and society as a whole. It must be remembered that some teachers who are obviously suffering from stress have been wrongly placed in the first instance and so could never hope to control virtually juvenile delinquents, but the caring and dedicated teacher should be able to cope with normal control of high spirits; neither can cope with maladjusted youngsters. The ill equipped teacher, however, has been allowed by the colleges to spend years training for a profession that will demand from him more than he is capable of giving.

This study, to a great extent, ignores the ill equipped teacher, the wrongly placed teacher and the fish out of water. These people should not be there in the first place and therefore stress, anxiety and worry are the inevitable conclusions to a badly chosen career. This study looks at the teacher who has potential, has the right motivation to be a successful teacher



and has all the right qualities. When stress gets in the way of these people, then perhaps it is the job that is wrong and not the person.

Perhaps it is owing to the fact that they have territories which they covet; perhaps it is the fear of being branded incapable or a hyperchondriac; perhaps the misguided belief in their own infallibility or the belief that they are indispensable - teachers fail miserably to diagnose the warning signals emitted by their body in response to an overload of stress. If teachers were made aware of what to look for (perhaps in their training), then teachers would not struggle on in the belief that every ailment is due to being tired or run down and merely open to all the thousands of germs incubating in the school atmosphere - an atmosphere generally regarded as a holiday camp for viruses and germs. Norfolk (Norfolk, 1977) points out that most people tend to have their own target organs which are the first to suffer when they are under stress; the real causes of illness can be masked and concealed and be explained away by saying "I've got one of my rashes again", or my headaches or bad throats again. Because it is a personal ailment it is more dangerous but teachers ignore the real causes; in fact they are not aware of its relevance and would be horrified in most cases to be told that their ailments were stress related - again the feelings of incompetence and inability would be their first reaction and one thing a teacher hates to admit to others, let alone himself, is being incompetent. However, teachers must realise that stress in their job can be caused, and is being caused, by situations that are not directly linked to personal ability. In fact, much of the stress in today's schools is caused by the organisation and administration, by outside influences and opinions and the general state of the teaching profession at this time. Norfolk tells us that "Nagging discontent is a common cause of stress".

With educational cutbacks, poor promotion prospects and an erosion of financial standing as well as public respect and status; teachers are certainly

in the category of the poorly motivated. Many teachers are suffering the winter of nagging discontent. One of the aims of this study is to isolate certain areas that cause stress but it is a difficult word to define. One of the new descriptions is that of 'burnout'. As Christina Maslach (Whiton, 1982) points out, the bulk of the burnout literature deals with the helping professions probably because these are people-work situations par excellence. There is indeed a growing concern for what, in England, we call the caring professions but this again is a source of discontent for teachers. They consider that most other caring professions, such as the nurses, police, fire service etc have been considered more than they and yet the argument constantly returns to the view that teaching is a vocation and extra payment should only be awarded when the profession puts its house in order and is seen to be more efficient. A general view is that teachers do not care enough, reinforced when they take industrial action. It is a vicious circle; teachers feel that better pay should be given first, the employers feel that better pay should be given when the house is in order; which came first, the chicken or the egg?

This argument, however, is surprisingly not that of many teachers. Many consider that they could accept the financial proposals if their conditions of work were improved so as to make the job easier and more enjoyable. It is quite clear that there is a growing number of teachers who simply do not enjoy their work and feel trapped, unable to move into another walk of life at such a late stage in their life (although many are trying and some succeed) and fearful of how much worse it is going to become. This attitude is a feedbed for stress or burnout. Carrol and White (Whiton, 1982) say that burnout is a construct used to explain observable decrements in the typical quality and quantity of work performed by a person in his job. If this is true, and if this is the way that stress will affect teachers, the resulting effects will be catastrophic if allowed to take their course unchecked. The teachers

themselves will suffer but so will the pupils, the organisations and the country as a whole. Steps must be taken to harness these effects and bring stress down to a tolerable and safe level. Shinn (Whiton, 1982) concludes that "Stress refers to events in which environmental or internal demands (or both) tax or exceed the adaptive resources of the individual". Here again, reference is made to the fact that we can adapt to stressful situations without too much harm being done and this is very pertinent to teachers who often hold the view that, as Norfolk suggests (Norfolk, 1977) the time to worry is when you stop worrying.

Teachers do accept that there is stress in teaching and many are beginning to admit that it is reaching proportions beyond their control. Many claim that their greatest source of anxiety is the lack of professional status and all that it entails but as Simon and Taylor (Simon, 1981) claim, the teachers favourite expression , "at the chalk face" conjures up images of mining rather than law or medicine, which may be good for salaries but belies the claim to professional status. Simon and Taylor consider that teachers do not have a professional code of practice, there being little consensus about what competent teaching involves. In so far as there is a consensus about incompetence, little appears to be done about any but the most extreme cases. In fact, the majority of teachers would welcome teacher assessment if all levels of the profession were equally and rigorously assessed, even as far up as the Inspectorate for it is the belief that teachers are being made scape goats for the inefficiency of those higher up but immune to monitoring of any description.

It has been estimated that eight million people in Britain are in wrong jobs. If we are to understand the stress situation of a man falling out of a boat, the main determinant of how much stress he experiences will be whether or not he can swim (Packer, 1974). Mechanic believes that the extent to which



a person experiences stress in any situation depends on the manner in which he assesses both the demands and his competence in dealing with them, and in his preparation of the skills necessary for him to handle the demands with a greater sense of competence. Could it be, then, that one of the greatest sources of stress for teachers lies in the field of self concept. Does the teacher feel adequately prepared for his work, for innovations, new curricular changes, reorganisations and the general changes in pupil behaviour and attitudes. In this respect, we can view the complaints of teachers in an interesting, psychological light. If the teacher feels ill prepared for all the demands made upon him; if the resources at his disposal for the maintenance of his self image are insufficient; then the teacher will find normal situations threatening and beyond his control.

Teaching has been likened to the prison service, a factory or a hospital in the sense that many of the 'clients' are there unwillingly - a situation which can cause considerable frustration for pupil and teacher and creates an unpleasant atmosphere. Viewing Goffman's work on asylums (Goffman, 1968) shows us clearly that when people believe themselves to be merely a number, perhaps in some form of uniform in the hope of creating a form of unity; they lose dignity. Although this aspect can be more clearly aimed at the pupils, why can it not be linked to the view which many teachers hold? Many of them, too, feel that they have become a mere pawn - they are not asked for their opinion unless in high office, and yet they are the ones most likely to deliver the solution to a problem. Teachers are untapped oilfields of ideas and answers. No-one asks because no-one respects them. Perhaps they have been brainwashed into believing that the teacher only becomes an expert when he leaves the classroom and becomes an administrator. The teacher, then, works in isolation; a number on an employment card - his uniform is smart, sensible clothing, often worn out in places and chalk stained, with the occasional red

ink stain or blue banda ink stain. The only time that he feels important and revered is when in front of his class. Put him in front of a class that is uncooperative, however, and he has nothing left. It is now that he feels used, disregarded, undervalued and a member of a group which is not respected. He has become a slave to the greater being - the institution. He must be at a certain place at a certain time; he must leave the tranquility of the staffroom as soon as he hears the bell; he may not leave the premises without permission or signing out and those in charge must know WHERE he is going. He is monitored constantly and is questioned if seen in the wrong place at the wrong time and he persistently has to justify his whole existence. He is not very unlike the pupils that he teaches.

Absenteeism is escalating in the teaching profession and one of the purposes of this study is to ascertain if any of it could be reduced if stress levels could be reduced. Cox has much to say on this subject. He claims that stress is the 'reflection of a lack of fit between the person and his environment' (Cox, 1978). He also adds that psychosomatic illnesses can be the result of this lack of fit. He calls them diseases of adaptation - "Illness can be the cost of the defence against exposure to stressor agents. The defence over extends the resources of the physiological system". The problem for the teacher is that he is exposed not only to one type of stressor during the course of the day, but to many, and each of these is viewed in a later section.

In most occupations the individual has power, to some extent, over his external environment in the sense that he can switch off for a period of time or he can make a cup of coffee, chat to someone about a problem, visit the toilets or generally leave, temporarily, the immediate situation. If feeling unwell, he can reduce his workload for that day or choose something less demanding to do until he feels better. Teaching is one such profession that does not allow this relaxed, casual attitude to the work in hand. The teacher

is like an actor on the stage; he performs to an audience, often a very critical one, at set times and must always be at peak performance. Recent deaths from heart disease in the field of stage comedians has caused considerable concern and the ensuing inspection of the matter has resulted in the conclusion that stress has been a relevant factor in those unfortunate deaths. To a stage comedian, he has no room for failure, for being ill at the time of a performance, there is no 're-take'. And so too for the teacher; a lesson is a one off experience never to be repeated; the conditions can never be the same again and if it fails it can not be re-done and forgotten. The teacher has no room for failure, no room for illness. No excuses can be given to a group of pupils in the hope that they will understand in an adult way. The heightened state of arousal that a teacher must maintain is difficult to switch on and off at will - it becomes part of the personality and general mode of behaviour until a long holiday enables him to rest and relax. The problem here is the expectation of the demands. Teachers often find themselves preparing mentally for the start of a new term long before their holiday is over.

There is no escape on a full timetable; there are no times during which the teacher can switch off. He is unable to deal with problems immediately and so they escalate. He is unable to take the advice of Norfolk who suggest that if we followed our natural inclinations and took a brief snooze whenever we felt tired or irritable, we would suffer far less nervous strain (Norfolk, 1977). Most workers are unable to do this but many can at least compensate by turning to another aspect of work or breaking off for a short time. Teachers are never able to even reduce their defence mechanisms and must maintain a state of intense vigilance at all times. This is a difficult task and one which the most normal and well balanced person would find intolerable; it is a wearing down process. A person under stress does not act in a rational way, does not behave in a usual, routine manner. That is why the family and



friends of the person are often the first to notice the changes, often in the form of over tiredness, constant ailments, talking incessantly about the school and the problems faced there; constant talk about incidents that are really quite trivial but appear major to the person whose state of arousal is high. Breakdown in marriage is on the increase generally in society but a recent article in The Guardian referred to a recent study of 50 divorced couples in London and suggested that of all couples interviewed, a very high percentage had one or both partners as teachers.

In many jobs, changes in behaviour can be, and have to be, covered up and they take longer to notice than at home. Janis explains by noting that certain conditions of stress call forth intense emotional reactions and give rise to marked changes in the attitude and actions of normal personalities (Janis, 1971). Spielberger goes further and suggests that the individual prone to anxiety and psychophysiological disorders sees innocuous events as threatening and magnifies minor threats that are easily coped with into major calamities (Spielberger, 1972). It depends how far the anxiety has reached in terms of danger levels.

Different people assess anxiety and stress in different ways and have differing conceptions as to what it is. If, as Dobson notes, a worker were asked what factors caused him the most stress at work, he would no doubt include factors relating to conditions of work e.g. meeting deadlines, hours of work, pay, noise, dirt etc. Whether he is right to mention these factors is debatable, for some would argue that they are explanations of stress rather than actual causes (Dobson, 1982). We can see examples of this in the teacher. A stress situation will evoke a different response in the same person at different times of the day, or term. Sometimes, we can cope, sometimes we cannot. A lot seems to depend on what other factors are prevailing upon us at that same moment in time and suggests that we all have a coping threshold,

like a watershed of stress. Anything over and above this line will provoke negative reactions internally or externally, or both. The importance of a well balanced and happy social life and home life is plain to see; the teacher does not always have this because he takes his work out of the school environment far too often, in terms of marking, preparation for classes he knows will not allow him to teach and in terms of the mental vigilance that he is unable to reduce. He allows confrontations with pupils and staff to linger in his mind and mentally prepares himself for the next day. A programme of advice for teachers to help and create the ability to unwind would be a possible contribution for the colleges of education to introduce.

Certain careers create their own specific forms of stress which are obvious to see. For example; the pilot of a jumbo jet, a surgeon, a coalminer, a deep sea diver. There are stress factors isolated to each one and not met in the others and so too is the case in teaching. A recent Thames Television programme looked at stress and the growing concern for the health of members of certain occupations; teachers came seventh behind such occupations as pilots and surgeons. The public is beginning to realise that there is cause for concern. The stress factors of teaching can only be appreciated when one becomes a teacher and, more, when one has taught for several years. The growing unrest in the profession is clearly visible and one has only to listen casually in most staffrooms to hear the following list of grumbles constantly, almost faithfully referred to; finance, loss of status, personal danger to self and property, reduction of job prospects, reduction of resources, worsening conditions, injustice, a more difficult and diverse job, being paid for administration and organisation but not for teaching. The last statement, which will be looked at in depth, is certainly a growing concern for committed teachers. They feel that a good teacher who enjoys classroom contact with pupils is penalised. His only hope of financial progress is to

embark upon a managerial course and hence reduce his teaching commitment, taking him away from what he is best at and what he is trained to do. A large percentage of managers in education have achieved their status by either wanting to reduce their contact time or being forced to reduce it and their duties often have nothing to do with teaching. Hence, they need not really be from the teaching force. The role of the senior teacher in a school often resembles that of a clerk or administrative assistant and teachers are often resentful of this situation; both those left in the classroom who feel they are the ones who should be paid more, and indeed those who, having embarked on a career of educational management, find that the financial recognition is at the expense of their ability as a teacher. Most senior management teachers would welcome the opportunity to manage and to use their strengths but find themselves shuffling paper or working out duty rosters. Hardly conducive to one's healthy self respect.

This study is not claiming that teachers have a monopoly on stress. Occupational stress is a large field; teacher stress is only one small aspect. Neither is it suggesting that teaching is THE most stressful job; it is merely looking into the fact that teacher stress is growing, which in turn is reducing the efficiency of its workers. If, as a result, it can be proved that the level is a dangerous one, over and above a safe, accepted norm, then the whole structure and conditions of the profession must be looked at in more depth than in previous studies. Unions would then do well to fight for the introduction of changes to the conditions that teachers work in, their role and their status – then perhaps the financial rewards will be forthcoming as a natural course of events. Steps must be taken to create an environment conducive to the learning process for teacher and pupil.

The point made by Hook (Hook, 1974) must always be borne in mind; that to many teachers the job is a PIS ALLER, a stepping stone to something



better, more profitable and less wearing; or a stop gap <sup>until</sup> marriage and the serious business of life. Students at college have often been overheard to say that they did not know what occupation to follow and so they went to teacher training college to give them time to decide. These complaints about certain members of the profession are expressed by many serving teachers; that as a professional body of people they do not have that serious regard for the profession as the counterparts that they try to hard to emulate. Many feel that teachers will never be taken seriously whilst married women teachers persist in viewing their jobs as a well paid part time hobby; being absent when their children are ill, leaving school on the bell in order to shop, do the housework and have a meal ready for their incoming family. Using family ties, shopping and housework as justification for a non committal attitude to their work is an undesirable element in the profession today.

The same accusations may be made at those teachers who 'retire' while still in full time employment – who make their niche and hibernate into it until retirement age. Teaching is a job that permits the basically lazy and uncommitted to rest on their laurels undetected (or conveniently ignored) as long as they make the right noises at pertinent times. The unions do little to correct this dilemma and are in fact a growing thorn in the side of many dedicated teachers who believe that a professional body should exist not merely for achieving financial gratification, but also for the welfare of their members and the maintenance of standards. Welfare, to many teachers, is now being associated with the terms and conditons of employment. In the eyes of many teachers the unions have done little over the years to improve status and conditons and feeling of dissatisfaction with them is on the increase to the point of blame for recent industrial action.

The problems facing teachers can be summarised by observing the typical teacher for one day. He responds to bells ringing. His day is organised

for him by the timetable. He knows who he will see at every minute of his day. He knows which lesson, or child, or group he dreads. He may face ridicule from pupils, colleagues and superiors all in the same day. He may be expected to obey commands one minute and then play the dictator himself the next. He has schedules and deadlines to meet. Most of all, he knows that if he faces a crisis there may be no one there to help him. He is alone and yet has no solitude.

Our teacher, perhaps unwell, must perform at his peak. Puppet-like, he reacts to those groups who pull the strings; the pupils, his colleagues, his superiors, the LEA, the government and the public and yet, as a teacher recently stated in the TES, the worm is turning. He is fighting back but he is, unknown perhaps to himself, responding in a negative way. Instead of fighting to change his conditions, he is becoming ill or he is changing his outlook and his manner of behaviour to cope with the pressures. He is losing interest in his work and is becoming less efficient and enthusiastic than he was when he enjoyed his work and felt important.

In this study, the researcher hopes to outline the true nature of teacher stress and to give possible recommendations for the removal of some, or all, of the dangerous aspects of the stressful situations in order that the teacher may become yet again a respected, self respecting member of our society.

## **b. Summary**

Teachers are facing a crisis. Demands on their time, talents, abilities and coping devices are increasing. Morale is low, illness is high. Many factors are contributing to this situation and this study will look at the following variables in the hope of isolating the major determinants of stress for the teacher:- the pupils, working conditions, the school as an organisation, the effects of management, the self concept, role conflict, selection, training, assessment, pay and promotion.

## CHAPTER TWO

### REVIEW OF EXISTING MATERIAL

#### 1. The Concept of Stress

It is impossible to explain exactly what stress is. It is an umbrella term used to define many situations, ailments, conditions of the self and environment. It is an elusive term used to describe countless others. Most of the common terms are frequently used in our everyday life, terms such as tension, under the weather, anxiety, frustration, depression, worn out, on edge and the American use of the word burnout.

In support of the ambiguity, Steptoe maintains that stress may be used as a glib explanation of phenomena that are not understood, discouraging the search for other causes of disturbances (Steptoe, 1981). Cox adds that the concept of stress is elusive because it is poorly defined (Cox, 1978). In an attempt to understand, explain and cope with the phenomena of stress, considerable information can be examined. All are related and easily recognisable as one and the same thing but this still goes little way to isolating those characteristics specific to the concept. At best we can view it from as many angles as possible related to an occupation and at worst we can be beaten by it and ignore it.

The ensuing pages are an attempt to outline some fundamental agreements regarding the concept of stress and to give some pertinent definitions of it with reference to the available research and data. Psychologists are very much at odds with the subject but all agree on one vital issue - the fact that it exists, is growing and is inevitably going to increase. The problem we now face is to create working environments that are designed to reduce the effects of stress on the individual and hence eliminate the harmful conditions and forces that it can produce.



The introduction of 'a psychological stressor' to describe stimuli has done little to clarify ambiguities, since stressors cannot be specified by their physical characteristics, only by their consequences. This is the view of Steptoe and does well to remind us of the intricacies of defining stress and stress provoking situations. It is wise to look at both however because it is essential that they both be reduced, although the latter would automatically reduce the former. As Steptoe warns, these are not merely semantic quibbles since they introduce a vagueness into the discussion on stress that can inhibit serious analysis. It is of paramount importance then that one is able to distinguish between what is a stressor and what is a stress reaction - one creates the other, but the reactions and perceptions will be unique to the individual, based on his past experience and present expectations.

One of the best descriptions of stress is to take the engineering analogy. Cox (Cox, 1978) has drawn a parallel with Hooke's Law of Elasticity, a law of physical science describing how loads produce deformation in metals. It views stress as the load or demand placed upon a metal, the resulting deformation is then the strain. The law states that if the strain produced by a given stress falls within the 'elastic limits' of the material, then the material will simply return to its original condition when the stress is removed. If, however, the strain passes beyond the elastic limits then some permanent damage will result.

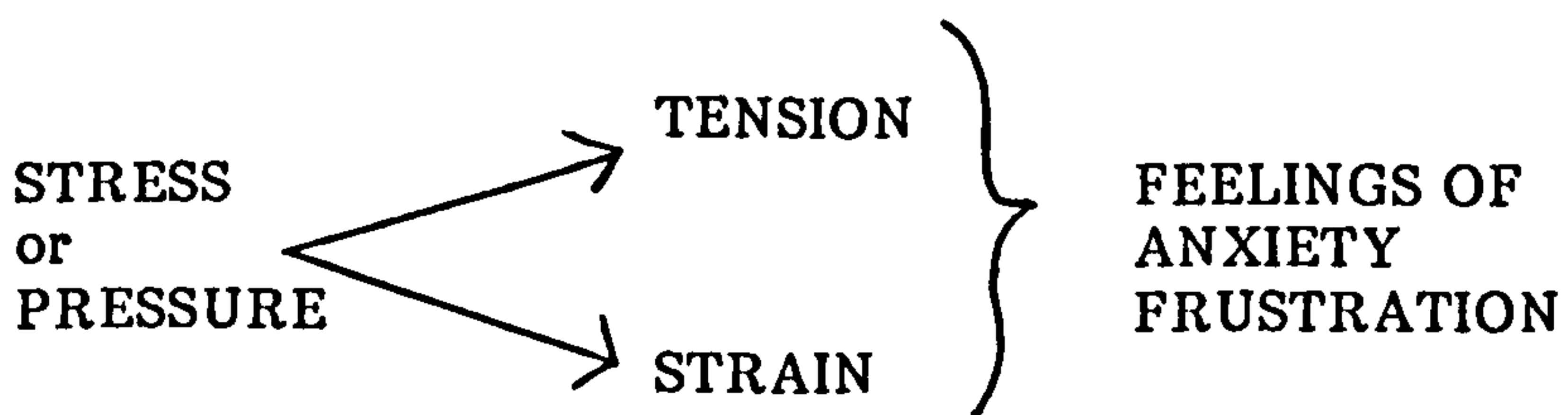
In the field of psychology and physiology the term stress has been associated with the external agent of stimulus, the strain has been the resulting effect. Under sufficient stress, metal, wood and plastic will break and so too will the individual person in his own way. It has been an appealing usage of terminology of the ease with which it fits into the concept of homeostasis, a concept widely used in psychology and physiology (NAS, 1976).

Selye (1956) has popularised the term stress in physiology but he actually stimulated a reversal of the engineering convention for the language of stress.

He speaks of noxious stimulating conditions as the **STRESSOR** which produces stress reactions, while the state of the animal itself, that is, the reaction, he calls stress. Whichever view we take, it is clear that the terminology of stress is wide and varied. Selye goes further to define stress as 'the common features in the reactions of the living organism to all stimuli which tend to disturb the dynamic homeostasis of the psychological, biochemical and physiological processes'.

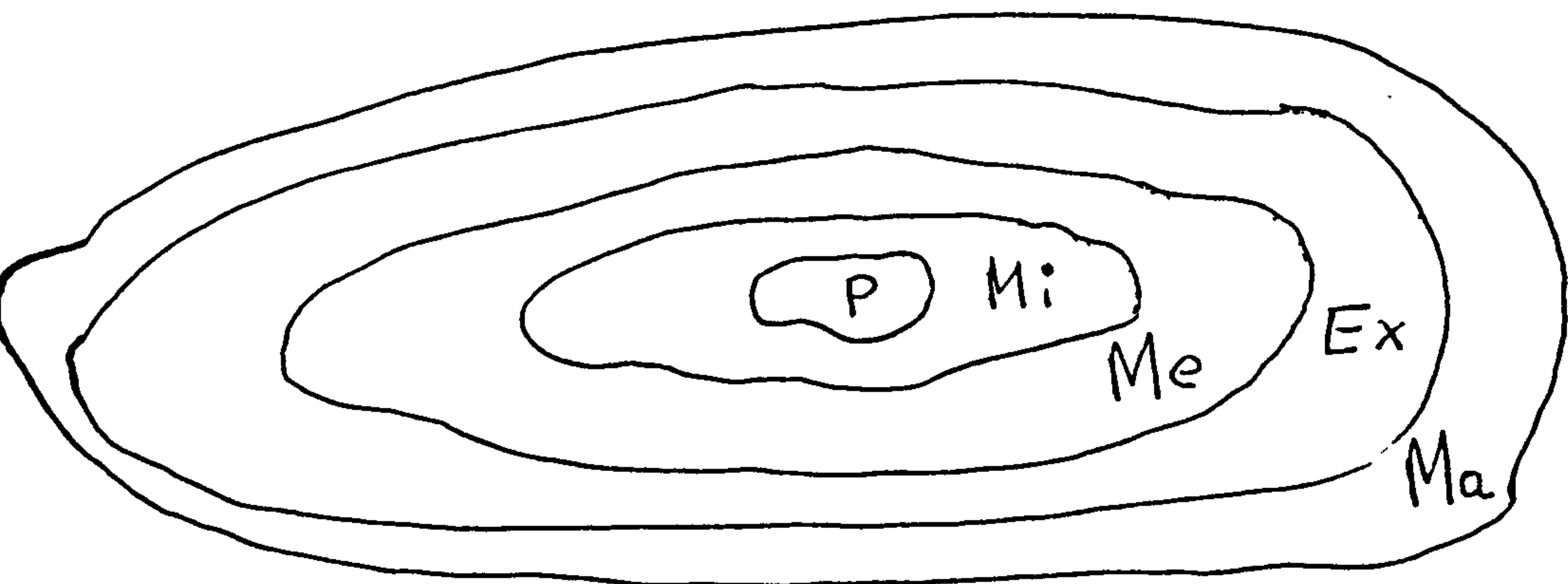
According to the Levitt, a stress or stressful situation is one containing stimuli or circumstances calculated to arouse anxiety in the individual. "Under stress" or "stressed" refer to an individual who is faced by, or in the midst of, a stress situation and a 'stress reaction' is an alteration of the individual's condition or performance which comes about presumably as a result of being under stress (Levitt, 1968).

Stress appears to be explained by viewing it as an interruption to the norm, it is an external influence. If we wish to look at the way a person feels, then we use such terms as frustration, anxiety, tension or strain. Mandler and Watson attempt to sharpen their focus on interruption with the introduction of the concept of helplessness, suggesting that anxiety occurs when there is interruption and the individual does not know what to do about it. The former two, frustration and anxiety are clearly associated with human emotions. The latter two, tension and strain can be associated with the original metal, wood and plastic.



In other words, put metal under stress and it will become tense or **S**trained. Only the developed living organism can feel the results of the strain **i**n the form of anxiety. Whereas metal will merely break, the individual will **F**ight back by adopting mechanisms of coping and then, if that fails, defend **i**tself. When the defence mechanisms fail, only then will the individual break. The development of anxiety from interruption is said to proceed as follows. **I**nterruption produces a state of heightened arousal. As the interruption **i**nterferes with an organised plan it, in itself, produces anxiety. Alternative responses will be made if there are any; if there are none, further anxiety will **O**ccur and a feeling of helplessness ensues.

When we use the term stress, we normally view it from the 'personal' angle. We say, "We are under stress", not that, "We are under strain from stress". We tend, in other words, to classify stress in a subjective role rather than an objective role. Is stress something that we feel personally or is it something that happens to us? If the former, then external influences and forces that cause the stress we are feeling must be called stressors. Stressors therefore cause stress. Generally however we tend to say that we are under stress because of stressful situations. The explanations are vast in quantity (and quality) and one attempt to get away from the confusion is to use the term burnout. Paine claims that burnout is an ecological dysfunction (Whiton, 1962). The ecosystem, as described by Carroll and White, can be demonstrated by the following diagram;





where	P	Person	
	Mi	Microsystem	(office)
	Me	Mesosystem	(company)
	Ex	Exosystem	(community and family)
	Ma	Macrosystem	(larger culture)

If one or more of these functions are at odds or conflict with one or more of the others, then the result will be a dysfunction of the person. If stress can be created by such dysfunction then the question posed by Wahl is most appropriate. He asks, how can the discrepancy between personality structure and environment best be reconciled (Wahl, 1964). By changing the person or by changing his environment? We can here return to the first part of the study where we asked the same question regarding teachers - that perhaps it was the job that was wrong when perfectly capable teachers were being reduced to illness or in fact leaving the profession. Wall holds the opinion that it is in this context of dynamic growth and of the interaction between the unique individual and his social environment that we must consider the principles of mental hygiene and the means to promote a healthy society (Wall, 1955).

Cattell considers that anxiety corresponds to uncertainty of reward, or of total need fulfilment (Spielberger, 1972). This opinion ties in with the view of Packard. He asks if human beings are self directed or is their behaviour determined essentially by other forces (Packard, 1978). Are they, in fact, self motivated or only motivated by what they can achieve in terms of financial rewards, status respect etc. In considering teachers, it seems apparent that both aspects are pertinent and their motivation is a combination of the two.

When we consider stress and the variety of terminology, we must always bear in mind the author may at times be talking of stress as a feeling,

Personally experienced and at other times be referring to stress as an outside force acting upon us. Although the two aspects can to some degree be similar in description, they are not the same and it is perhaps this factor alone that has caused the greatest confusion when attempting to define this concept. Generally we use the term in connection with something experienced and we see that most psychological explanations refer to this aspect – and then talk of stressful situations that cause these feelings as stressors.

The relationship between frustration and anxiety is evident. Its significance lies in the fact that it produces high levels of undirected arousal, states Spielberger (Spielberger, 1972). He adds that, as a result of the blocking of a directed motive state that is the essence of frustration, a state of heightened diffuse arousal is produced. The consequences have been observed to include restlessness and tension, aggression, apathy, withdrawal, substitute behaviour, fixation, stereotype of thought, disorganised behaviour, regression, escape, and the use of defence mechanisms that deny or distort representation of the situation.

Kierkegaard relates anxiety to decision, commitment, choice and awareness. Wherever there is a decision or an opportunity to actualise a possibility, there is anxiety (Spielberger, 1972). When anxiety is mild, the physiological and psychological arousal which accompanies it might help the organism to maintain vigilance and hence, perhaps, eventually to concretise the danger so that adaptive coping actions may be taken. Thus, anxiety may at times be beneficial insofar as it promotes vigilance. Levitt considers anxiety to be a cunning, malicious golem which seems to serve us well, at least for a time, but eventually turns and threatens to destroy its creators. It is a danger signal felt and perceived by the conscious portion of the personality (Levitt, 1968). It is produced by a threat from within the personality – with or without stimulation from external situations. Vernon quotes Harsh and



Schrickel (Vernon, 1964) when he describes personality as 'that which characterises an individual and determines his unique adaptation to the environment'. When we talk about personality, especially in this context, we must remember that we are referring to the relatively permanent emotional qualities underlying the persons behaviour - his drives and needs, attitudes and interests, and distinguish it from his intellectual and bodily skills and cognitive characteristics. In fact, it is these emotional qualities that can, after prolonged exposure to stressful situations without solution, affect the intellectual, bodily and cognitive attributes. This association between body and soul in emotion was supported and developed in the 13th century by Thomas Aquinas. Four centuries later, the philosopher Descartes introduced his elaborate and now famous model of emotion whose central feature was the importance of the environment in the causation of emotion. It has been quoted and even put to music, "I think ... therefore I am ... I think". Every individual develops a set of expectations which influence and even determine how he sees situations and how he is going to react to them. These expectancies have been developed over the years and through his personal life experiences. If he expects good experiences, he acts in ways that tend to bring them about - the optimistic approach. If he expects bad experiences, he acts in ways which can make these expectancies come true and then say to himself, "See, I was right" (Burns, 1982).

Freud, another advocate of the role that emotions and deep seated past experiences play, postulated that anxiety could arise from two sources.

1. A specific disturbance of the psychic economy (e.g. an overwhelming traumatic experience) or
2. The ego signalling an approaching danger. (Spielberger, 1972)

This view can be updated and rearranged to resemble strongly the view held by Burns; that the self concept and its management is vital to emotional

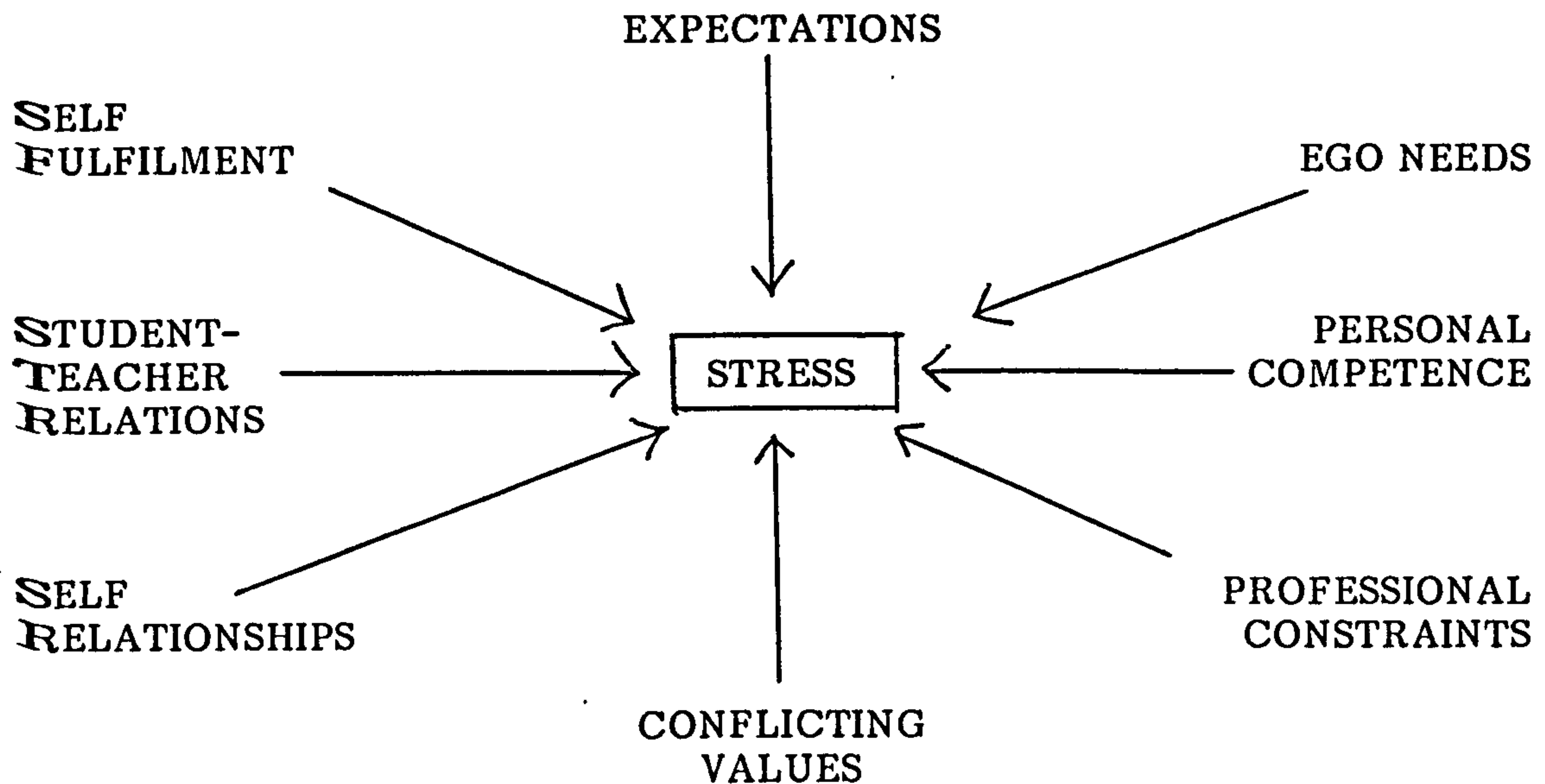
stability and hence mental and physical health. Packer adds that many social stress situations produce ill health because the body's response is not allowed to express itself. The thwarting of natural responses has been claimed as one of the most significant causes of tension. Tension, however, can refer either to a condition of the musculature of the body which indicates the presence of anxiety, or it can refer to a vague feeling of restlessness which suggests the presence of anxiety at a level below conscious awareness (Levitt, 1968). Once again the terminology is impossible to sort out into set definitions. Differing psychologists have differing views and use the terms in various ways (often conflicting). The general use of terms is even more confusing; suffice it to say that all the terms can be generally used to mean and explain the same thing; the presence of, or the effects of, stress to the individual.

A stressed person finds anger more common and easily aroused. It gets out of hand and becomes unreasonable - hence the person becomes unreasonable, flying into a temper more quickly than would normally be the case. To define this more clearly, Lazarus and Averill say that, like diseases, emotions are defined not by a single response component but by the manner in which the various components are patterned in place and time, and in relation to eliciting conditions (Spielberger, 1972). Each response component is thus an element of a broader syndrome which includes the cognitive appraisal (how the person's plight is interpreted), the physiological reaction (reflecting the kind of mobilisation called by the appraisal), the instrumental acts (e.g. attack, avoidance etc.), and the expressive behaviour (facial, postural etc.).

It seems then that pressure will only appear as a stress factor if all other ingredients of the status quo are in some way not in line. This could suggest that the self concept has in some way been disturbed and therefore cannot readjust itself to cope with an unfamiliar or unpleasant confrontation. This ties in with Paines' claim that stress or burnout is an ecological dysfunction.



Styles and Cavanagh touch on this idea by suggesting that the majority of stress producing forces are based on the following; (Dobson, 1982)



Looking in detail at the forces being applied to the individual which result in stress feelings, they are excellent categories if applied to the teacher. It is an interesting viewpoint as it lays heavy emphasis on the self concept as the stabilising influence in the battle against stress and that once part of this is damaged or shaken, the balance is disrupted leaving a weakness of the normal, natural defences to even everyday stress situations. A healthy self concept gives the individual the strength, the courage and the conviction to cope with the pressures bombarding the self. It gives reassurance and confidence to make good decisions and act upon them. As the teaching profession has often been compared with the acting profession, it seems obvious that a sound, strong self concept is essential to a teacher for he too is 'on stage' at all times and may have to play several roles in close proximity to each other, constantly switching role to role. Stress provoking situations in teaching appear almost every minute of every day but most teachers do not notice them as they have become immune in part to most of them. There are, however, many situations that teachers are not immune to and it is these situations that are causing the present day problems.

Kornhouser offers a pessimistic emphasis by stating that the unsatisfactory mental health of working people consists in no small measure of their dwarfed desires and deadened initiative, reduction of their goals and restriction of their efforts to a point where life is relatively empty and only half meaningful (Barrett, 1979). It is a modern day attitude that believes in the enjoyment and satisfaction that should accompany our working lives. The question has often been raised, how important is it for any individual to have satisfactory work. Without delving into the psychological factors involved and without employing any psychological concepts Sayles and Strauss simply ask, what does dissatisfying work do to the individual, and what does it do to organisation efficiency and productivity? The answers to these questions are clear for all who are involved in personnel management - the worker is a unique combination of mind and body; the two must be in harmony but this can only be achieved if the mind is also in harmony with its environment and its self.

As Dobson admits, it is improbable that job stress will ever be completely removed but, in view of the costs to the economy in terms of absenteeism, quality of work, ill health etc., it is essential that efforts should be made to reduce it. This has already begun in some occupations where the effects of a stressed person are felt directly in financial terms. In teaching it is slower to be recognised because a stressed teacher affects people not purses; the damage is not readily visible though some claim it to be more potent.

We can look at the two extremes of the consequences of anxiety or stress by viewing the work of Funkenstein. He states that anger directed inwards is suicide; anger directed outwards is murder (NAS, 1976). The majority of consequences that we shall consider are placed somewhere between the two but let us not lose sight of the fact that both of these



extremes are not too far away from the standard normal behaviour and, until a person has experienced stress at a very deep level, he can not judge the actions of a stressed person with authority. Even the criminal courts allow leniency in cases of crimes of passion. Perhaps the extremes are not too far from all of us. As Dobson points out (Dobson, 1982), while tensions exist negative emotions predominate, and instead of the happiness and joy which should accompany sound health, they are replaced by sadness, anger and fear which in turn cause a rapid increase in fatigue and lethargy. It is clear that a person under stress cannot enjoy good health which is vital against normal everyday stressful situations, let alone the extra needed for added pressure. As Norfolk claims (Norfolk, 1977), fortunately most people have at least a vague idea of the sources of anxiety and tension in their lives. He acknowledges the fact that 'no alarm bells ring to show when we are suffering under stress but there are adequate warning signs'.

These theories, especially those of Dobson, Poulton and Burns, claim that anxiety is aroused in social relationships as it is directly linked to the individual's assessment of others, discrepancies in evaluations by the self and others and are important precipitants of anxiety. Burns feels that anxiety represents an unpleasant affective state with feelings of apprehension and dread. Physiological symptoms for the individual to recognise include heart palpitations, sweating, tremor and a variety of other body manifestations. Could it be that the effects of stress can be neutralised by the old philosophy 'mind over matter'? Could we possibly train our minds to view all stressful situations in an objective way and not allow things to get beneath the surface. Could teachers be trained in methods that include the training of the mind to rise above pressures to such an extent that they are unaffected by the stress producing situations that hinder so many people today?

Certainly the mind over matter principle has an enticing appeal especially to those in the caring professions where the strength of character is so vital and the power of thought so important. To have an aptitude, so Packer says, in a certain direction – a basic innate capacity – and not to be allowed to develop it, is certain to generate frustration. For, if aptitudes are not recognised, ability can never be shown and so achievement is out of the question (Packer, 1974). This constitutes a very important point for teachers.

## **2. Psycho-Biological Aspects of Stress**

The human body has a host of internal processes that must be continually regulated in order to maintain health and life. Body temperatures, blood pressure, heart rate, levels and balances of many chemicals in the blood and tissue must be maintained at an optimum level. When the regulation process fails, the individual becomes ill. The maintenance of physiological equilibrium is carried out automatically without conscious effort or awareness on the part of the individual. The physiologist calls it homeostasis, and the person who is overwhelmed by anxiety is in a state of psychological disequilibrium. He soon becomes ill (Levitt, 1968).

Stress can cause this disequilibrium. Inability to cope with stressful situations creates a form of mental illness which manifests itself in physical illness because the dividing line between the mental and the physical is so fine – the two aspects of our existence are interdependent. Much of the illness of our age is attributable to our mode of living; heart disease, hypertension, dyspeptic disorders and mental breakdowns are obvious examples. Clinical depression is a phrase written on numerous doctors notes to explain the absenteeism of workers in today's society. Seligman has proposed that feelings of helplessness will develop when a person perceives that he has no control of a situation and is therefore incapable of changing it (Dobson, 1982). He also



point out that the helplessness reponse found in one situation can be generalised to other situations and may lead to hopelessness or clinical depression. Helplessness is a phrase often used by teachers.

When the body is under stress, it reacts. Metabolic processes release into the bloodstream hormonal substances which rapidly increase the capacity of the body to deal with danger. When we become excited or frightened, angry or anxious, adrenal glands secrete epinephrine into our system so that we get a big boost of power to enable us to fight or flee. Because modern man no longer responds to these primal impulses to run or resist, but most suppress them, the expenditure of this adrenalin is frustrated; unreleased in the form of physical exertion, it has the propensity of building up harmful extra pressure within us.

In our industrialised urban society the forces at work which create stress in the environment are getting stronger, not weaker, and all too often it is the individual who succumbs. Intermittant or continuous stress situations cause the body repeatedly to respond. The development of foresight in man and the power to anticipate what may happen is a double edged weapon. It may be protective in that it allows preparations to be made but it can also be injurious because of the stress response it sets up in the body in the form of the fight or flee syndrome (Packer, 1974). We return to the expectations concept of Burns - the power to anticipate could be a parallel to the positive and negative expectations principle outlined earlier. When we prepare ourselves, either consciously or unconsciously, the adrenalin, or epinephrine, flow into our bloodstream but if they are not used up by the body, the unused substances so released by the hormones do harm to our tissues, organs and systems.

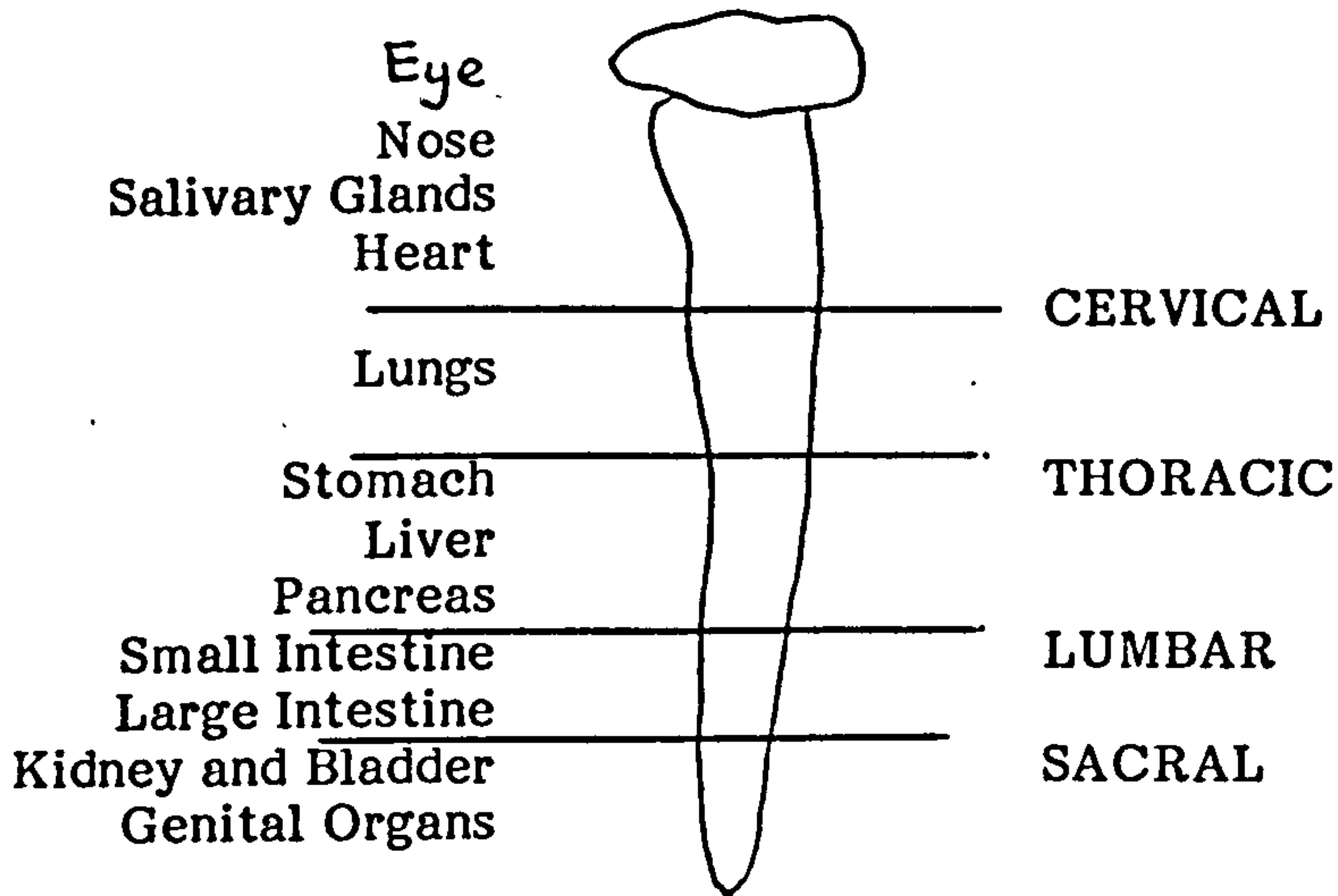
One part of the body which has told us more about our unconscious, hidden reaction to stress than any other is the gastro-intestinal tract, probably the most sensitive of the systems of the body and one that shows the greatest

reaction when the body is under pressure. It must be noted that illnesses such as peptic ulcers and heart attacks are not solely due to the bodies response to stress situations but the Man's diet. However, rushed meals and poor diet are symptomatic of a person under stress so perhaps there is a closer link than at first thought (Packer, 1974).

Packer (Packer, 1974) suggests that coronary thrombosis, the disease brought on by atheroma (the blocking up of the blood vessels to the heart muscles), is a self inflicted illness in people who make little effort to modify their response to stress situations or are incapable of doing so. The same too may be said of many of the mental disorders that we all feel at times. It is no coincidence that in the war years, mental illness declined. Taking positive action in association with others uses up the fight or flight energy that is called up by the body's response to stress.

When a stress experience occurs, the organism seeks to minimize it or eliminate it completely by means of a number of systematic physiological or psychological responses which are generally referred to as coping behaviours or mechanisms. These act internally at first and are not seen until the behaviour and outward health of the person is affected. The autonomic nervous system is chiefly concerned with autonomous (hence its name) or self regulating activities which occur unconsciously and continue in the state of sleep. Its function is to ensure that the fluid environment in the body's cells remains stable, which is a sign of good health, and to which Cannon applied the term homeostasis (Dobson, 1982).





Adrenalin produces an increase in blood pressure and mobilizes the glycogen found in body tissues. It releases fatty acids into the blood stream in emergency situations, which help generate increased energy. Unfortunately, if the fatty acids are not used up they will remain in the body for a long time. A variety of emotional stimuli have been demonstrated to affect the function of many endocrine glands and the internal secretion from these glands in turn act back on the central nervous system, changing the subject's susceptibility to emotional stimuli (Levi, 1967). For a stimulus to produce a stress reaction psychologically, its harm to the psychological system must be communicated symbolically. The harm need not have actually occurred; it may only be anticipated. The person regards the stimulus as dangerous to its psychological well being. This theory fits in well to the previous chapter's thoughts on the self concept and the person's ability to reason, even with the memory of difficult past experiences. Inability to cope with failures of the past can play havoc with present experiences and situations if the mind cannot learn from mistakes in a positive fashion.

Schachter describes the processes as taking four basic steps; (Janis, 1971).

1. When a cue arouses emotional excitement in a person, his body undergoes marked physiological changes.

2. In an attempt to understand and label his bodily responses, the person is motivated to get information about what is happening to him.
3. Cognitions - thoughts and perceptions based on the person's past experiences and whatever new information he receives - 'steer' the person into labelling the emotion as joy, fear or whatever.
4. The label he gives to this state of emotional arousal determines how the person behaves.

Frustration may lead to the development of psychosomatic symptoms; headaches, stomach upsets, sleep disturbances, hypertension and body rashes. Anxiety is then a feeling of general inadequacy, loss of confidence, confusion in thinking and panic, symptoms of which can be heart palpitations, sighing, dizziness and headache. Severe anxiety can be seen as a twitchy eye, a nervous rash, loss of voice and weight loss. Tension headaches may be caused by daily living; they are found in those who are very ambitious and feel the need to achieve, and they are also found among perfectionists and those who have a low esteem. They occur when the skeletal muscles of the head and neck contract and contraction is an indication that the muscles are prepared for action. The conclusion to all this is seen in exhaustion and finally a nervous breakdown (Dobson, 1982).

Exactly what happens to the body in a situation of stress at a high level can be seen by the following twelve points as reported by the Health Education Council.

1. The front of the brain receives stimulus from eyes, ears etc - awareness of danger.
2. The hypothalamus of the brain activates
  - a) the pituitary gland to release hormones
  - b) involuntary nervous system sends signals via nerves to various parts of the body.

3. The above causes the adrenal glands to release the hormones adrenalin, nor adrenalin and cortisones. These lead to the following changes.
4. Mentally alert - senses activated.
5. Breathing rate speeds up - nostrils and air passages in lungs open wider to get air in more quickly.
6. Heartbeat speeds up and blood pressure rises.
7. Liver releases sugar, cholesterol and fatty acids into the blood to supply quick energy to the muscles.
8. Sweating increases to help cool body.
9. Blood clotting ability increases preparing for possible injury.
10. Muscles of bladder and bowel openings contract and non-lifesaving activity of body systems ceases temporarily.
11. Blood is diverted to the muscles and muscle fibres tense ready for action.
12. Immunity responses decrease - useful in short term to allow massive response by body - harmful over a long period.

Under civilised conditions flight or fight are usually not possible. You cannot, without trouble, fight your boss or spouse; no can you leave your home or job. Therefore, in a civilised community, stress reactions have little purpose. The physical activity, for which they prepare the organism is usually inhibited. Thus, they are not adequately released and therefore tend to become chronic. Both the acute stress reaction and the more prolonged one contribute significantly to the development and course of most diseases (Levi, 1967).

At one time, teachers became involved in activities at lunch time and after school hours. These activities were usually of the nature that brought the teacher away from his or her normal subjects and many of the tensions of the day were discarded in these sessions. The present day teacher tends to do less now in this way; shorter lunch breaks, longer journeys home, more marking and preparation, less free time during the day owing to absent colleagues and



fuller timetables, fewer rewards and prospects and so a decline in the willingness to spend any more time in school than is necessary. As a result, he tends to take more of his pressures home with him in the car or on the bus. The build up of emotions and pressures are far too easy to incur and far more difficult to overcome.

According to Levi (Levi, 1967), anxiety, hypersensitivity, rigidity and lack of self confidence etc. are personality traits which can be constitutional and contribute to low stress tolerance. A study by Friedman and Roseman looked into types of personality and ensuing health. They were forced by their results to conclude that people show one of two major types of behaviour pattern, which they called A and B (Packer, 1974).

### Type A

Intensive drive

Aggressive

Very ambitious

Highly competitive

Tendency to pit himself against the clock

Tremendously hard worker

Visibly restless

A perfectionist

Smokes cigarettes, not a pipe

Has an air of hostility which makes people nervous

Full of brisk, decisive self confidence

Does not linger over meals

Often hard to get along with

Often goes to bed early, not much time for socialising



**Type B**

More easy going than A

Hard to make angry

Not preoccupied with achievement

Less competitive

Does not feel driven by the clock

Takes more time to enjoy leisure

Seldom becomes impatient

A reasonable man

Likely to smoke a pipe

Speaks in a modulated style

Makes mealtime a social occasion

Sociable

Will stay up late either socialising or occupied with something irrelevant to career.

Since the commencement of the study, 257 members of the test groups have developed coronary heart disease, 70% of these have been type A. Obviously, anyone who recognises in himself characteristics of type A should strive to alter his life style. For indeed it has been suggested (some would say proved) that coronary heart disease is a direct result of stress. Although this has yet to be proved conclusively, the evidence is strong and convincing.

Low tolerance may develop through experiences during an unsatisfactory upbringing and the effect of an unfavourable environment in general. Levi observes that role conflict, conflict situations, inadequate individual equipment in relation to the job, unreasonable workload, unfavourable external conditions and poor working conditions can have an unfavourable effect on stable individuals and result in breakdowns (Levi, 1967). It is like the rock climber who faces a sheer face on a mountain; without the correct tools the face is too difficult to attempt.

Commander Ransom J Arthur, head of the U.S. Navy Medical Neuropsychiatric Research Unit at San Diego said - "It is clear there is a connection between the body's defences and the demands for change that society imposes. We are in a continuous, dynamic equilibrium ... various noxious elements, both internal and external, are always present, always seeking to explode into disease. For example, certain viruses live in the body and cause disease only when the defences of the body wear down". This agrees with earlier attempts to explain why teachers fall victim to all sorts of infection" (Packer, 1974).

Holmes, (Washington University) also refers to the importance of defences and changes. Working with psychologists, he perfected the Life - Change Units Scale that enables the extent of change in an individual's life style to be measured. The following are just some examples from the long list;

<u>UNITS</u>	<u>CHANGE</u>
100	Death of spouse
36	Change to different line of work
29	Change of responsibility at work
23	Trouble with boss
20	Change in work hours or conditions

What emerged from correlating the events with the medical histories was that anyone with a high life - change score for events that occurred within a year was almost certain to be ill during the year that followed. A score of 60 could expect poor health within half a year; a score of 150 could be almost certain to expect poor health in a matter of months and for it to be prolonged. It was suggested that relevant life events come three months before illness and can take the form of a cluster of illnesses including bad colds, sore throats



etc. It is interesting to look at the number of changes at work that a teacher is faced with throughout a term, let alone a year; changes that score quite high on Holmes' list.

For teachers, this continuous see-saw of life events can become very dangerous if the research results are applied. The build up of noxious elements in the body as a result of continual pressures of life changes has been likened by Dunham to the motor car and its 'internal functions'. As he says, motorists with experience of fuel injection and automatic chokes will know what happens to their engines if they have too many cold starts in quick succession; uncarbured fuel is not merely useless, it is harmful (NAS, 1976). The car is fortunate, however, it can always have a de-coke. The human body is not so easily serviced. The unused substances so released by the hormones do harm to the body. The stress situation gives a warning to the brain to alert the autonomic nervous system which releases powerful hormones and in a few seconds they are in the bloodstream resulting in the heart beating faster and blood pressure rising. Blood rushes to the muscles ready for action and gastric juices are stimulated. Non dissipation of these substances causes a build up of toxic waste in the body.

A stressed person naturally shows physical signs if the build up of toxic substances goes unchecked and it is often in those bodily areas that have been activated the most i.e. the stomach, the skin and the digestive tract in general. It is believed that peptic ulcers are directly caused by this build up of harmful substances in the stomach which act almost like an acid, wearing away the delicate lining, the human equivalent to the uncarbured fuel of the car. This is why there has been such an encouragement to participate in forms of exercise, especially for the sedentary worker, the worker who faces emotionally exhausting situations and the caring professions. The advice is, get rid of the uncarbured fuel by burning it up - reverting to the primal

Reactions of fighting or fleeing (either as long as it involves a burn up of energy, or superfluous hormonal substances).

Anxiety reveals itself in the form of accelerated and irregular breathing as well as in other symptoms. The normal breathing rate in adults is in the region of 16-18 breaths per minute. A rise is a sure sign that the body is prepared to fight or flee. Toxic elements released into the bloodstream are taking effect by this preparation. Instead of running, the teacher sits down in the staffroom and attempts to do one of two things. He either tells someone of the stress arousing incident or he tries to hide it for fear of being thought weak or neurotic. In the former case he finds that talking about it encourages, even with sympathetic colleagues, a magnification of the problem or unwelcomed teasing but at least he has done something positive. In the latter case, the teacher is not coming to terms with the problem in any way. It has been suggested that the use of qualified and experienced counsellors for the pupils should be extended to provide some service for the teachers. At the moment this task rests with close colleagues, senior staff and, of course, the headteacher. How well qualified these people are in such conditions is a matter for concern. This is the situation if the teacher has been fortunate to find himself with the time to sit down and discuss his problem; most teachers today find that it is the very lack of such time that produces even more stress.

There is little doubt that physiological changes do occur in the body when faced with stress (assuming that the person concerned recognises a situation as being stressful even if only subconsciously). It has been found that experimentally induced psychic stress may decrease the clotting time of the blood, influence the heart and circulatory function and the gastric and intestinal secretion and mobility, and further produce headaches, allergic manifestations, urogenital symptoms and endocrine and mental dysfunction (Levi, 1967).



The components of any organisms' response to environmental stimuli include skeletal muscular actions and circulatory adjustments but these are not separately organised entities; rather, as Steptoe suggests (36), they reflect one closely meshed programme of action. The modifications, he says, in haemodynamics effected through autonomic nervous pathways are best understood with reference to the overall behaviour of the individual. The brain also plays a major role in the release of catecholamines and corticosteroids and may override peripheral regulatory mechanisms under appropriate conditions. These agents have powerful effects on haemodynamics, the mobilisation of stored fuels and blood clotting processes. Their influences may either be adaptive, in preparing the organism to face threats from the environment, or harmful. The suggestion is again given that effects on the blood stream, digestive system and nervous system are considerable.

During the 1950's it was proposed that 'distinct patterns of adrenalin and noradrenalin excretion were associated with different emotions'. The research and knowledge have been available for many years - it is only now that we are beginning to value their importance. Adrenalin was thought to predominate in fear and anxiety, while anger was accompanied by combined release. The differentiation had implications for theories of emotion and also provided a framework for psychosomatic thinking; an individual displaying particular emotions might be characterised by disorders prompted by the different catecholamines.

These studies and research demonstrate the manner in which sympathetic - catecholamine reactions in actively demanding conditions may mobilise energy stores in adipose tissue. Steptoe shows that 'the fuel release is in excess of physical or metabolic requirements, since little motor activity is involved'. Although Steptoe admits that there is strong evidence to suggest

that stress is a link between work and heart conditions, he is also aware that the presence of work related emotional strain cannot be taken as evidence of a causal link with ischaemic heart disease. An alternative explanation, he recommends, is that 'the illness caused the difficulties at work'. He reinforces this argument by explaining that cases rarely come to clinical attention until a very late stage, by which time the pathological process may have continued for decades. It is possible, he claims, that "as the physical capacity of the man diminishes with progressive atheroma, he loses the ability to cope with his work load, and experiences more and more strain". He does, however, accept that this is no explanation of why the decrease in heart condition began in the first place and goes on to suggest that the research done recently shows job satisfaction to be linked both with hypertension and clinical heart disease.

According to Hargreaves, the manifestations of stress are numerous and cover a wide range of symptoms. He has found that the following list of items can all, very often, be attributed to the body reacting to stressful situations (Dobson, 1982);

Depression, anxiety, frustration, apathy, insomnia, hypertension, inadequacy, panic, absenteeism, cynicism, pessimism, irritability, moodiness, forgetfulness, tearfulness, loss of voice, loss of weight, social withdrawal, bad temper, tension headaches, migraine, cold sweats, emotional exhaustion, increased heartrate, increased blood pressure, gastric dysfunction, nervous body rashes, nervous breakdown, deterioration in work performance, deterioration in interpersonal relationships, loss of confidence, confused thinking, twitching of the eyes, leaving teaching, early retirement, alienation from work, inability to relax, suspicion of colleagues, reluctance to accept criticism, being incapable of concentration, excessive smoking, inability to cope ...

The list could go on. Most teachers recognise some of these symptoms readily. However, it is interesting to see how many teachers, when faced with this list,



immediately commented on certain items that they obviously recognised as pertaining to them in such a way as to be surprising. Many teachers brush ailments off as 'an occupational hazard' when surrounded by so many children all day long, some from dubious home conditions and even children who frequent foreign countries regularly. This does not ease the method of explanation of why the teachers are so susceptible. The frequency and intensity of these ailments drastically reduce during a long holiday. There is no doubt that teachers do become very tired, and true that schools are often unhealthy environments; however it could be possible that the teacher is more prone to infection because their general health suffers quickly, reducing their bodily fight against germs and viruses.

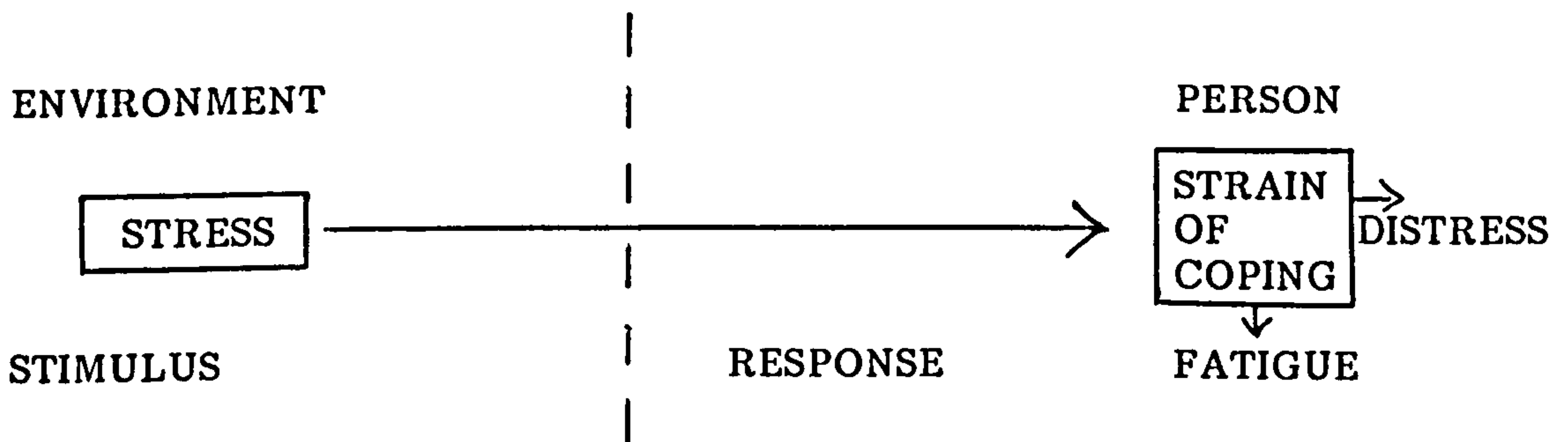
It is interesting, if not confusing, to mention a question posed by Cox when he asks; does stress exist in the eye of the subject or in the eye of the observer? Only we as individuals can experience stress, and its existence in others has to be inferred from their verbal or written reports, or from their behaviour or appearance. This is where the family and close friends are of such importance for only they know what is abnormal behaviour, uncharacteristic of the individual and hence what behaviour constitutes deviation from the norm for that person (Cox, 1978).

One more problem posed by researchers is how to recognise whether the situation has caused the stress and therefore the illness or whether the roles are reversed; has the illness caused the inability to cope and hence the stressful situation.

### 3. Coping Mechanisms and Reactions to Stress

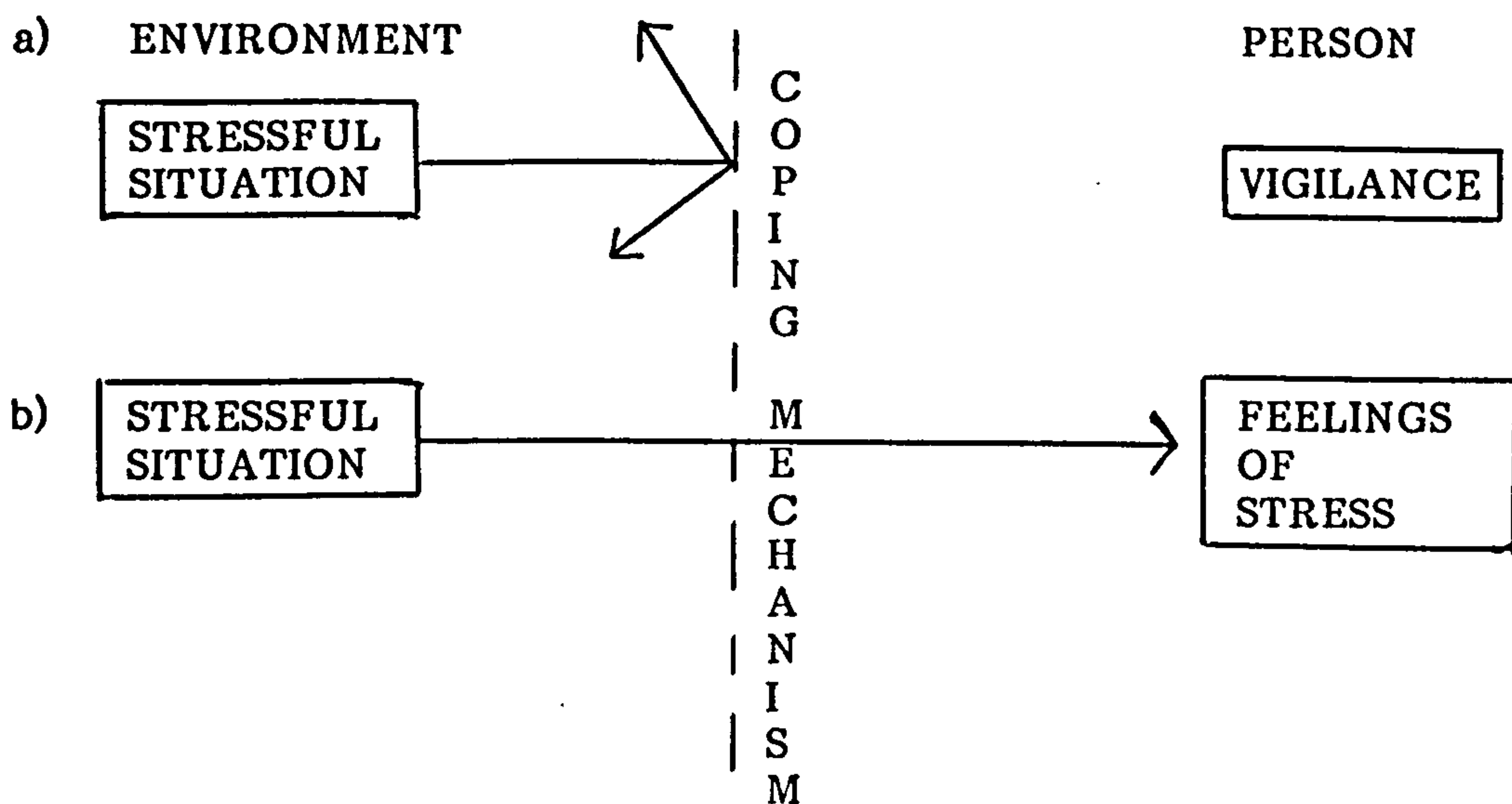
Stress is a highly individual phenomenon and we can only infer the existence in a person by our observations of their behaviour, based on our knowledge of them. We can deduce much from their verbal comments and this is often the most reliable source of information especially if the person is unaware that they are under scrutiny. Severity of stress, as Dobson points out, largely depends on the predicatability of a situation and the individuals potential for exercising control over the situation (Dobson, 1982). If a person is under stress but is the type of character that recognises this fact and makes efforts to cope in a sensible manner, then this type of person will probably attempt to hide his stress from any examination. This is why observation is most useful without the person knowing – it at least minimises the risk of false behaviour. A close inspection of his absence from work is another way of making quite accurate judgements and this is one method used in this study.

Cox expresses the stimulus and response situation in diagram form, showing the interaction of the person with his environment (Cox, 1978);



Another way of looking at this diagram is to show where along the line the coping mechanisms begin and where they are safe, normal and even beneficial to the individual. After this line of immediate defence, the coping mechanisms are taking too much mental energy out of the person's system and creating superfluous hormones in the body, substances that will not be used and will begin to accumulate.

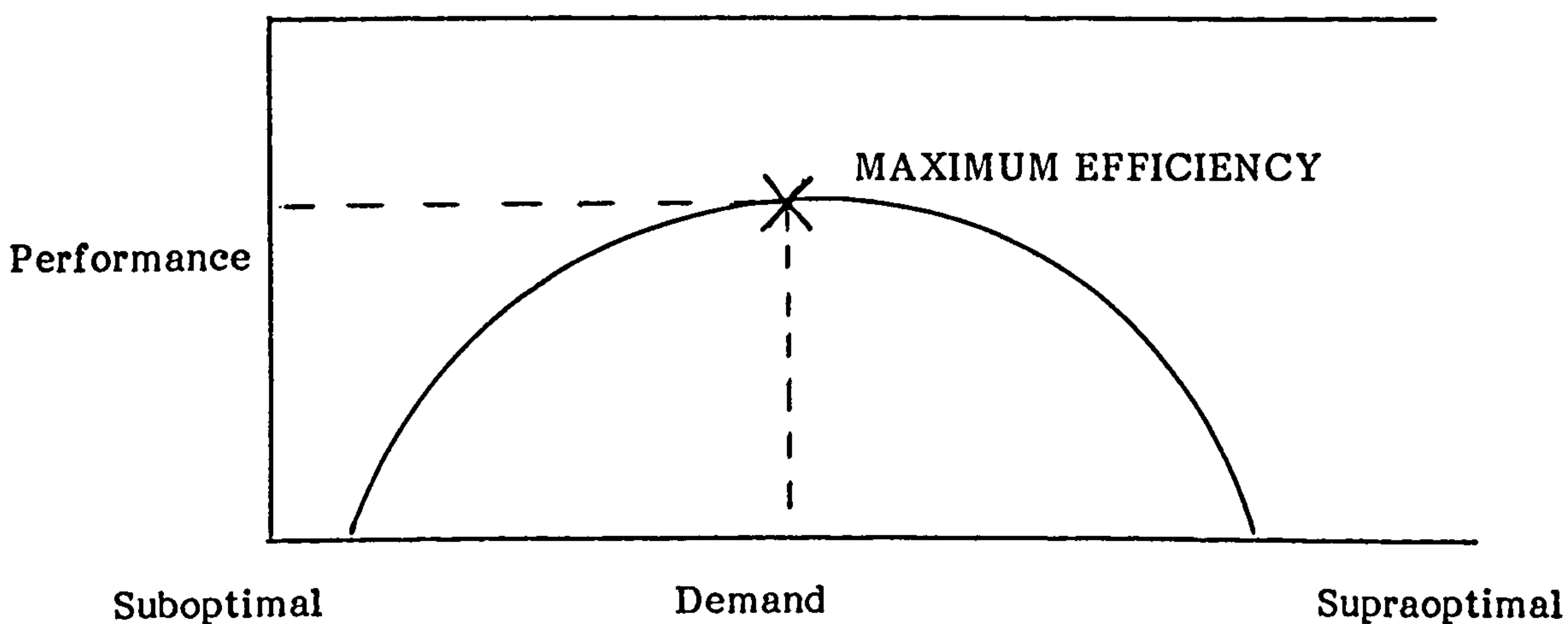




The former situation is faced by normal individuals every day without adverse effects, in fact quite the reverse. The latter situation is an expression of the way a normal occurrence is viewed by the *individual* who is not able to cope, who is not equipped to deal with the situation he faces. The stressful situation in this case can be created by the environment or simply by his own personality deficiencies. Poor performance at work and in interpersonal relationships can be the result but it must be emphasised that the stress provoking situation is not always caused by overwork, tiredness and extreme pressure. As Cox points out, if a man's performance is less than maximal, this may be due to both too high or too low a level of demand (Cox, 1978). Boredom and the blocking of enthusiasm and initiative can produce the same effects as their opposites - they are extremes provoking the same response.

Norfolk has much to say on this subject - "The ideal is to inject the right degree of variety into our lives to achieve maximum performance by steering a narrow course between the boredom of too little change and the exhaustion of too much (Norfolk, 1977). In fact, he claims, in many ways life today is less stressful than it was before - a factor which, from experiments with rats in particular where they were given absolutely nothing to do, has shown to be

detrimental to the well being of the individual. It is apparent then that we need stimulation as much as we need food and the same principles apply; too little causes starvation, too much causes obesity. Both extremes have their own specific bodily reactions; so too with external stimuli. We need the happy balance to maintain the homeostasis conducive to good health. Cox demonstrates this principle as follows;



Levitt considers that, theoretically, a coping mechanism is a consequence of the use of defence itself or part of a defensive operation (Levitt, 1968). Having seen how the stress syndrome affects the body initially, this can be sympathetically appreciated. However, whichever view one takes, coping mechanisms are the person's way of reducing or eliminating the harmful results of stressful situations. Let us look now at the way prolonged exposure to stress builds up to a level where it becomes a real threat to the affected individual. Dobson notes that neuroses are disorders which have been developed by an individual to help him avoid stressful problems instead of coping with them. A person with severe anxiety will generally turn to one of the defence mechanisms he has learned in order to reduce his anxiety (Dobson, 1982). However, if the body persistently has to turn to these mechanisms the effects over a period of time can be acute.

Selye proposed that disease states would occur if the defences were intense and were operated over a long period of time. According to Selye, illness was the inevitable outcome, by which he meant non specific illness. The sickness syndrome included loss of appetite, lack of ambition and the signs of sickness recognisable in the face. As Dobson points out, it is not possible to tolerate stress or anxiety for long since they produce feelings of discomfort. Consequently, when a person recognises a situation as threatening or harm provoking, he will seek to remove or alleviate the anticipated harm as quickly and effectively as possible by employing various methods of coping strategies which have proved to be successful in the past. This reflects the arguments stated earlier by Burns in his discussion on the self concept and how we learn to anticipate situations as good or bad depending on our past experiences. If an individual expects a situation to be threatening, he will perceive many situations in a negative, pessimistic manner. If, on the other hand, his past experiences have been pleasant or if he has faced stressful and difficult situations before but has coped successfully, his view is more likely to be optimistic. A problem here exists for the person who, having faced a bad experience and dealt with it to a satisfactory conclusion, suddenly finds himself faced with a similar experience where the outcome is not a good one. His faith and confidence in his own judgement can be seriously diminished.

People carry life experiences with them like coats - they can be recognised by their actions. Friends and colleagues also learn how they will react. However, the defence mechanisms can be deceiving and people can be using them without their knowledge. We can suppress our reactions and feeling by 'pushing them to the back of our minds' or 'burying our heads in the sand'. The belief that if we ignore something long enough it will go away is a dangerous premise. All we are doing is ignoring a threat instead of facing up to it. It will not go away but merely fester and then become more difficult to



deal with later, if left unchecked and unattended. As Wahl explains, 'by repression, we fool only the mind, not the body' (Wahl, 1964). This situation can be compared to a person who receives a letter from the bank manager reminding him of a large overdraft. The positive reaction would be to make an appointment with the manager and discuss the problem. The negative reaction would be to get drunk. Although the former, the positive action, fills him with dread and appears the harder to do, it is making a positive step and would be better in the long run. Getting drunk will take away the feelings of dread and panic for a short time only and is a completely negative coping device.

This is virtually what Levitt was saying in an earlier section - that stress causes discomfort first and the body reacts to this by employing defence mechanisms to alleviate the discomfort. If this is true, then anyone who says that they do not suffer from stress is either a hermit or is not telling the truth; if they are saying that the effects of stress do not harm them, then they have obviously found the secret of coping effectively in which case much could be learned by studying them closely. This must be true of many people in high positions of responsibility and it is their character which provides the key to the coping with stress - their attitude, philosophy and general personality are such that they are able to keep a balance between stress as an aid to vigilance and stress as a dangerous hindrance. In the Swedish Industrial film "Stress" (produced in 1962 by the Facit Company), it is pointed out that some individuals have an unusually high stress tolerance (Levi, 1967). As a consequence they can experience as highly satisfactory a situation which another person finds stressful.

The most obvious form of recognisable stress is, of course, depression. We all suffer from this at times; sheer boredom with events can bring this problem to even the most outgoing of people. However, chronic exposure to stress can lead to a feeling of apathy, a form of depression. This is

recognisable by exhibitions of indifference, detachment and inactivity, often misinterpreted as laziness. Depression is regarded as one of the greatest emotional disorders in present day society and over 20% of the people in this country experience it in some form. Seligman suggests that;

"anxiety is the normal immediate reaction to stress, but when anxiety fails depression takes its place."

Levitt feels that when severe anxiety threatens to break into consciousness, the stiffening of the defence mechanisms and its increased intensification and greater impingement on the individual's behaviour expresses itself in psychopathological symptoms like excessive irritability, withdrawal, depression or somatic complaints (Levitt, 1968). Again, we speak here of the normal person and normal reactions. Wall clarifies this by saying that the removal of objective causes of anxiety will not remove anxiety if it is neurotically caused (Wall, 1955). The pathologically anxious SEEK objects for their focus - and such objects can always be found. Dobson demonstrates this in diagrammatic form (Dobson, 1982);

<u>NORMAL</u>	<u>NEUROTIC</u>	<u>PSYCHOTIC</u>
Symptoms	Symptoms	Symptoms
virtually	present, but	present, but
absent.	mild.	severe.

Neurosis is a relative term, according to Wahl. He considers that the same person may be well adjusted in one situation and not in another. "Neurosis is not an absolute attribute of a person. It has no meaning without considering the field in which the person operates." In other words, neurosis is an adaptation failure resulting from the discrepancy between the individual's capacity to adapt to a situation and the environment that he faces (Wahl, 1964).



Neurotics are usually able, so Dobson points out, to carry out their normal everyday functions, while psychotics are no longer in touch with reality and frequently exhibit fantasies, delusions or hallucinations. We must therefore be absolutely clear which we are discussing and not mistake normal personalities for those who will become neurotic or even psychotic without much provocation from the ordeals of stress (Dobson, 1982). Stress is not something that suddenly appears. It builds up gradually over a period of time and its warning signals are often ignored through ignorance. People misinterpret the signs and accept them as normal for our modern industrial life patterns. Dobson suggests some danger signals to look for;

Irritability and frustration

Altered sleep patterns

Laughter less frequent

Concentration reduced

Increased sensitivity to noise

Inability to make decisions

High blood pressure

Increased heart rate

Sweating

Lack of bladder and bowel control

Indigestion

Headaches

It is difficult to be able to recognise these without becoming a hyperchondriac but it is important to realise that many of these items are appearing too frequently to be accepted as normal. However, it is one thing to be able to recognise and admit that one is under stress, it is an entirely different thing to know what to do about it.



A person under severe stress is a danger to himself and, at worst, a danger to other people. At the least he is a nuisance and a liability. His efficiency at work deteriorates, his judgement suffers and his ability to make sound decisions comes under question. We must remember that all this takes place over a period of time and the reductions in ability are not noticeable for a long time; meanwhile much damage can have been done. It is possible for a stressed person to become very inefficient but able to continue for a long time at work purely relying on his reputation. A change of behaviour over a period of time is less distressing to everyone but just as harmful in the long run. Dobson terms behaviour which has an adverse effect on the individual or the group to be maladaptive and the effects on the group is something which we tend to overlook in our concern for the individual.

Over reaction is a typical sign of stress. Over reaction to people, to noise, to food, to drink etc. will occur and can be hidden to even the closest of colleagues until it is too late. Drinking is an attractive pursuit and people under stress find solace in alcohol because of its immediate effects - it has the power to release the tensions and make problems look small. Smoking to excess and over eating are other forms of over-indulgence that the stressed person may turn to for comfort. The rise in drug taking by people of all ages is a frightening reminder of society's need for escape.

Altered sleep patterns are a common feature of the person under stress. Sleep deprivation can lead to various forms of disturbed behaviour including thought disorientation, poor judgement, forgetfulness, anger, irritability and apathy; all items which were considered to be the results of anxiety earlier in the chapter. In 1963 over 500 million sleeping pills were prescribed in this country and the figure continues to rise.

A relationship between cancer and negative emotions has long been inferred but recent research has now brought this closer to fact than theory

and the increase in this disease is provoking even more research. As Levi (Levi, 1972) points out, if we could thoroughly understand the processes involved in stress and control them, this would have great value for both the biological and social scientist, as well as the clinical practitioner. Defence mechanisms are a liability as well as a necessity. In most normal people, the maintenance of the defences in good repair requires a constant, unconscious vigilance. The more defences are threatened either chronically or intermittently, the greater is the strain brought about by the need to maintain them (Levitt, 1968). It is this constant maintenance of the defensive order of the body that psychologists believe eventually produces the illness syndromes.

Diseases in which stress may play a part

from "LOOK AFTER YOURSELF" – Health Education Council

CARDIO VASCULAR DISORDERS	High blood pressure
	Heart attack
	Angina
	Strokes
DIGESTIVE DISORDERS	Peptic ulcers
	Mucous colitis
	Constipation
	Diarrhoea
RESPIRATORY DISORDERS	Asthma
	Giddiness
ALLERGIES	Skin
MUSCLE TENSIONS	Backache
	Migraine
	Neck and shoulder pains

CANCER?

POOR SLEEPING HABITS

## ACCIDENTS

## MENTAL DISORDERS

Depression

Nervous breakdown

It seems to be the RESPONSE to events that determines whether or not the person is under stress. After all, a stress situation frequently produces the best in us provided that we are able to take positive action. The body's response gives us the energy to tackle the task with zeal; perfectly exemplified by the athlete who, in front of a crowd of millions beats the world record. Being 'keyed up' for him is an asset. It is the repetition, the continuity, the succession of stress situations calling forth bodily responses one after another and never being fulfilled that causes the damage. Is not exercise the answer then? Physical hobbies such as jogging, squash and similar pastimes have been recommended but it is not easy to go running every night or attend a sports club frequently if your work requires long hours. To suddenly submit your body to intense exercise if you are not used to it can bring about more illness and damage than the stress you are trying to rid yourself of. A campaign to 'get jogging' or take up squash in the early 1980's had disastrous results -accounting for many deaths as a result of heart attacks, and many injuries to bone and muscle tissues. Exercise is part of the answer but the exercise has to be chosen carefully; swimming has been proved to be probably the best all round exercise for those people who are fit and as active as they would like to be. It uses up the superfluous substances in our systems, allows relaxation with exercise but does not pressurise any part of our physical make up.

The athlete becomes keyed up immediately prior to a race. If his bodily reactions were measured there and then, he would almost certainly be considered to be under stress. However, he rids himself of the toxic



substances in his bloodstream straight away by running the race. The business man or the teacher is unable to do this. He builds up the toxic substances and they stay in his bloodstream all day. He may eventually calm down and go home thinking that all is well and that the pressure is now forgotten but the toxic substances remain in his body for a long time after he leaves work and they continue to do harm when he is probably asleep – the sleeping giant. They build up day after day with no release. We, as a society, must find other ways of reducing the harmful effects of stress and perhaps this is why yoga and meditation are increasing in popularity for they train the mind to cope and be aware. Coping with a large proportion of today's stress depends on our mental attitude to work, people, play and life in general.

Wahl notes that approximately forty years ago it became increasingly evident to a number of physicians that they had underestimated the complexity and multiplicity of the factors that initiate states of disease (Wahl, 1964). It also became increasingly evident that the emotional life of the patient, conscious and unconscious, played a large if unacknowledged part in the inception, course and termination of states of illness. Yoga, meditation, aerobics and other sports and activities have increased over the last two decades as a direct result of the research and growing knowledge that the state of the mind can affect the state of the body. Disease is, as Wahl reminds us, an affect word; a word describing a state of emotion. Dis-ease or unease. He adds that it is clear from a variety of evidence that the mind is 'not wholly subsumed by that part of the physical apparatus that can be reached by thinking and remembering'. By this we can compare the concept with an iceberg; one seventh of the iceberg shows above the surface of the sea. The mind is only a small part of a larger whole and it is this larger part that we do not have access to, commonly referred to in psychiatry as the unconscious ... the six sevenths.

The area that we are chiefly concerned about is that of the individual's perceptions of his work. How can we cope more effectively with stress at work. Several lines of action are open to us if we wish to lessen the harm done by the body's responses to near continuous stress situations. The first way is to reduce the amount of stress to which we are exposed by changing the environment that produces the stress. Secondly we can consider what stress situations we are creating for other people and so take decisions which do not give rise to stress situations. Thirdly we can change ourselves so that situations that formerly threatened us no longer do so (Levi, 1967). In the inability to cope with stress, claims Levi, it is the environment or the personality which is unsuitable. He suggests that man has subjected himself for hundreds of years to conditions of living which would cause death from the stress response in many wild animals. This indicates his adaptability but the great increase in stress situations arising from urban industrialisation is now threatening his well being in the way that epidemic disease did a century ago.

The major cause of death at the beginning of the century was influenza, pneumonia, tuberculosis, diptheria and other wholesale killers. Public health legislation improved standards of cleanliness and sanitation and dramatically reduced their incidence. In their place have come those diseases of the heart and the blood vessels, cancerous growths and ulcers of the duodenum and stomach. The constant over stimulation of our bodies by the urban environment and by the competitiveness of Western man now has to be controlled in the same way that pneumonia and diptheria and polio were controlled and finally overcome by government legislation on public health. They are killing as many people but needlessly. The plague, T.B., diptheria and pneumonia patients have been replaced by heart patients, cancer patients, alcoholics and drug addicts - diseases of maladaptation. Besides these there are the millions of people taking tablets for headaches and tablets to make



them go to sleep; all fine for relieving the immediate unpleasant effects but going nowhere in curing their real problem. An adequate definition of mental health in general terms, according to Wall, would involve also a statement of the values prized by society (Wall, 1955). If society demands this way of life, then the members of that society must either adapt, change the environment, or take pills.

Spielberger sums this up by stating that human beings are motivated to structure their world and find ways of dealing with it largely because of the characteristics of their anxiety systems. At low levels of anxiety the process is a constructive one, leading to expanding awareness and increasing control of nature. At high levels it produces defensive entrenchment, including delusional interpretations of events (any explanation is better than none) and compulsive rituals for dealing with them (any action is better than none) (Spielberger, 1972). Wahl describes anxiety as a nameless dread. When it becomes consciously identified and labelled, it is transferred into fear or a conscious concern, a completely different emotion and one handled differently (both intra physically and physiologically) from its predecessor of dread. Positive action can be taken if dread is brought to consciousness and labelled.

As Simpson points out, all sickness syndromes have multiple causes in a sense that a number of conditions must be met before disease becomes manifest, but the only illnesses which define a maladaptation of the individual to his social environment as a necessary condition are the psychoses and the psychoneuroses (NAS, 1976). Monat and Lazarus (1980) suggested that there are three main ways in which stress might lead to somatic illness (Monat, 1977);

1. The disruption of tissue function through neurohumoral influences under stress. Major outpourings of powerful hormones creating dramatic alterations in bodily processes.



2. Engaging in coping activities that are damaging to health; minimal rest, poor diet, heavy use of tobacco or alcohol. The damage of body tissue, as a result of harmful substances such as drugs.
3. Psychological and/or sociological factors which consistently lead the person to minimise the significance of various symptoms.

Wahl notes that the employment of illness is an expression of an identification deficit, a physical, concrete, somatic expression of an associated sense of lack of inner worth and deficit of self esteem (Wahl, 1964). The biggest problem for many doctors and psychologists in this field is the recognition of where exactly the illness has its roots. If the illness is a reaction to stress (as a coping mechanism for example) then the treatment must be psychologically based in which case the medical practitioner is not always capable of handling this situation. The treatment should reflect the source of illness and it is still not readily accepted that disease can be brought about by the individual himself as a means of escape. Certainly teachers are guilty of Wahl's third point, that of minimising the significance of symptoms. Much of this is owing to the fact that they fear rebuff for not being able to cope but much of it is due to pure ignorance. There are teachers, however, who always appear to be absent from work through one thing or another. This is usually a sign of the most common attempt to cope in teaching; escape by sickness leave. A worker may declare himself unfit for work at any time. Sickness absence, more properly "absence from work attributed to illness", is, therefore, a state that may be declared at will by any individual. Recent changes have made it possible for a person to be absent from work without a doctor's note for a week without any necessary explanation.

In 1971 Whitehead showed that there has been a steady rise in sickness absence certification since the early 1960's and that was only during times over three days, and Forsmann in 1975 suggested that a considerable

proportion of sickness absence was caused by a maladjustment at work. Simpson proposes that sickness absence, therefore, is a biological phenomenon which is modified and qualified by social and emotional factors. Norfolk mentions the Peter Principle (from Professor Peter); widespread occurrence of ailments among managers is merely a sad indication that many of them have been promoted to a level at which they are incapable of coping with the stresses placed upon them (Norfolk, 1977). On a similar topic, Wahl gives the example of a species of lizard which, when caught by a bird of prey, has the happy faculty of snapping off its wriggling tail, which the distracted predator then siezes and eats, allowing the lizard to escape and grow another (Wahl, 1964). Sickness absence can be the lizard's tail for teachers - time to develop the strength to start again.

Hill and Trist have studied this topic in depth and their findings have established a relationship between sickness and certain socio-economic factors. Absences of all forms were considered under the inclusive concept of withdrawal from work. Absence is essentially, they say, a STAYER phenomenon and may be defined as being away from work while remaining an employee. In this way absence becomes the reverse of labour turnover and can be used to provide a means of temporary withdrawal from the stress of continuing, as distinct from breaking, a work relationship.

Simpson relates this to the teaching profession by saying that 'sickness absence may be regarded as a mechanism which permits the teaching profession to attain that adjustment adequate to a particular point in a situation and which then permits the development of understanding and acceptance of the common purpose necessary for effective action'.

Dobson talks of one set of roles conflicting with another set of roles as a major source of stress in schools and that these conflicts are largely responsible for high levels of absenteeism among teachers (Dobson, 1982). A



study by Plummer and Hingle concluded that the behaviour pattern of a group of employees who had frequent absences reflected the intensity of pressure on that group. So too in teaching. To find out about the 'climate' of a school without delving too deeply, the best thing to do is to look at the cover list for the day and view the history of staff absence over a period of one year.

Levi has estimated that at least one third of the sick leave in many countries in western cultures is due to stress reaction (Levi, 1967). This creates a situation characterised by a great deal of human suffering not to mention the enormous losses in production and efficiency sustained by society in general. There is no doubt that psychological factors connected with stress lie behind a considerable proportion of absenteeism, particularly the short term variety. It is a vicious circle, a teacher absent from work puts more pressure on those who, perhaps suffering similar symptoms themselves, come in to work only to find that their own load has been increased because of the absent colleague.

The same people tend to be away from work, all staffrooms have their own hyperchondriacs - people who are over concerned about their physical health. Anxiety is reflected in a preoccupation with body functions, in various physical complaints, some of which may be chronic, and in an incapacity to be reassured that one's ills are minor or that symptoms are exaggerated (Packer, 1974). Packer feels that a situation has been reached where mental illness is responsible for more absence from work than colds and influenza. These facts brought forth a comment from David Ennals, a director of the Mind campaign, National Association for Mental Health; "It seems almost beyond belief that mental ill health, a cause of lost working days far higher than strikes, should have such a low priority in government thinking".

It has been postulated that patients suffering from certain chronic organic diseases have two kinds of vulnerability. These are, according to



Wahl, a specific emotional vulnerability toward certain interpersonal stress situations and a specific organic vulnerability (Wahl, 1964). The 'onset' situation is particularly suited to produce the specific emotional stress which has a specific affinity to the vulnerable organ system. As an example, he quotes research done on ulcer patients; ulcer patients cannot freely gratify their dependent needs because accepting help from others mobilizes shame and guilt. Therefore such patients react favourably to authoritative management. Another example is the asthma sufferer; asthma is a disease of communication, it attacks the organ of communication – the expiratory phase of respiration.

Paine remarks that when escape through job mobility becomes blocked, then psychological withdrawal (burnout) often appears to be the only option (Whiton, 1982). Wall adds that each individual must be equipped to digest change without being overwhelmed by it (Wall, 1955). Changes in job description do have great influence on the individual whether in terms of extremes of demand or changes in the role the individual is asked to play. In the case of an overdemanding role the person must be removed from his work and placed elsewhere. In the case of an unrewarding role the effects can be just as great but the visual signs are not so apparent (and hence often left undetected). There are many excellent teachers who literally never get the chance to actually do what they were trained to do.

In reference to the teacher in the overdemanding job, one must remember that, as Wall notes, a certain proportion of people choose teaching for reasons which may well make them highly vulnerable to its strains. The very security offered by the profession, Wall says, may attract the unadventurous in too high a proportion (Wall, 1955).

There are several methods of coping with stress or avoiding the build up of stress and, as Dobson points out, most forms of physical exercise do help.

Exercise should not be used, however, as a substitute for positive action. The mechanisms that we see utilised most often, apart from the sickness absence, are less obvious. They include withdrawal from familiar surroundings and friends, avoiding any form of school work and mixing with people whose jobs are not connected with education. Others include the creation of a flamboyant manner or the reverse, the search for promotion or mere change to another school where a fresh start can be made.

The diversity of the human spirit will always enable us to alleviate many aspects of stress and avoid them in our own way but the majority of people turn to exercise as a means of defence against that worrying little foe. Doctors and psychologists are constantly recommending exercise and the recreation industries have boomed because of their advice. Exercise reduces the levels of lactic acid build up - those nasty substances that mount up, unused in our bloodstream. It is a socially acceptable form of reaction and often leads to the making of new friends which in itself can reduce the pressures of work. It builds up stamina and a healthy person is in a better position to resist and ward off worrying situations. It counteracts the biochemical effects of stress; the sudden outpourings of adrenalin and noradrenalin are broken down and used with the flow of sugar and fatty acids to provide the fuels of muscular activity; a loss of extra weight can be an advantage when fighting stress as the weak spots in the body become stronger. It was Pavlov who noticed originally how lowered health levels hastened the breakdown of dogs under stress; there is a close correlation between mental health and physical fitness. The diet is a topic that cannot be ignored in the war against stress - a poor diet can often be the initial cause of the build up of harmful substances in the body and those released by the stress simply add to those already present, creating a quicker build up beyond a tolerable level.

It is clear that teachers have many demands made upon their personality; demands that are growing and yet little appears to be done in training establishments to cater for them.



### CHAPTER THREE

#### CAUSES OF STRESS IN THE TEACHING PROFESSION

##### 1. The Pupils

Fifteen years ago, pupils as a source of stress would have ranked very low in the rating of teacher. Now, they rate very high. In fact they are one of the highest stress provoking agents according to the classroom teacher. The bulk of material and evidence for this section has been derived from reports by teachers and reports taken from the Times Educational Supplement, The Guardian and other educational journals over the last four years. The increase in articles and letters appearing in the TES is alarming over this relatively short period of time but reflects the growing concern that teachers have for the problem created by generations of youngsters who do not have the expected (or desired) attitudes to their own education. The problem is heightened by the fact that many parents appear to have the same uncooperative attitudes.

Behavioural problems are on the increase; the lack of respect for the authority of the teacher is *increasing* at such a rate that the incidences of physical as well as verbal assaults on teachers commands attention. The following reports demonstrate this all too clearly.

Sarah Bayliss reported in the TES (1-4-83) about a new law, the 1982 Local Government Act (miscellaneous provisions). Lincolnshire County Council had successfully prosecuted a mother and grandmother who 'abused and assaulted a teacher'. This case is believed to be the first concluded under Section 40 of the Act which 'makes it a criminal offence to cause a nuisance or disturbances on school premises'. The Act gives local authorities the power to prosecute individuals for criminal trespass. Prior to this Act, the responsibility for such cases had been given to the police, or left to the

teacher concerned who was sometimes, but not always, backed by his union. The two women in this case had abused and assaulted a female teacher in front of other pupils. The teacher found refuge inside the school but was followed, harassed and abused once again. Compensation was awarded for distress after the prosecution and contended that 'the incident was bound to diminish the teachers professional confidence'.

The new law which is still, unfortunately, little known, has given a substantial increase in power to the authorities in the fight against intruders on school premises during school hours in particular; although it applies after school hours also. Disturbances from parents and ex-pupils on school premises causes considerable anxiety to teachers and they feel unprotected and at the mercy of anyone who desires to appear and cause trouble. Kirklees Council, in a report to the Education Committee in September 1982 raised this new Act for discussion; "For some time concern has been expressed by LEAs, teachers and teachers associations as to the limited powers available to deal with persons who cause a nuisance and disturbance on educational premises but who may not otherwise be committing any criminal offence".

Adriana Caudrey reported for the TES (7-12-84) regarding a teacher who had been 'terrorised' for three years because of a former pupil's obsession with black women. Her admirer, a white teenage girl, "dogs her incessantly, ambushes and attacks her between home and school and sends her threatening and obscene letters". The situation grew to 'horrifying dimensions' resulting in a blood stained letter and a group of people beating down the teacher's front door. She has resorted to tranquilisers and has had several weeks off school. The girl's obsession led to the teacher being punched in the classroom and being run into by the girl on a bike.

In the same edition of the TES a report appeared concerning the demands being made by the unions for the LEAs backing over another assault case, this



time in Sunderland. Teachers were threatening strike action over the authorities decision to readmit a 16 year old pupil who had punched a woman teacher. The authority decided to exempt the assaulted teacher from having the boy back in her class but insisted that all other teachers should accept his readmission. Complaints were made further from schools regarding pupils who had been found drinking and glue sniffing and other incidents where pupils had treated teachers with contempt. Fred Smithies considered it a 'reasonable right to expect from the authority that they come down firmly on the side of the teacher'.

Many of these incidents, and a lot more like them, have resulted in the call for security for the teacher to be tightened. Mike Durham, TES (16-11-84) referred to teachers at several inner London schools who are soon to be issued with portable security alarms in order to be able to call for assistance by remote control if they have trouble or disturbances in their classroom. Teachers at a Lambeth school wanted the 'bleepers' after a violent attack. An ILEA spokesman said the authority's technical advisers "were inspecting six Thrust 9002's". What next, many teachers asked, riot gear?

Richard Garner has been concerned for several years about the increase in violence in schools. He reported in the TES (1-4-83) on the call for firmer action to deal with the growing number of assaults on teachers. He also spoke of the impending NAS/UWT annual conference at which the reduction of stress in the profession would be a key feature. A motion from South Glamorgan urged all LEA's "to declare publicly their support for teachers who have been the victims of assault". They added that such a policy should be "a priority in the fight against indiscipline and lawlessness in our schools". Birmingham and Wolverhampton also called for research to see if existing health and safety legislation could be used to "improve conditions and reduce stress for teachers". It is sad to see that from this urgent cry for help, the only tangible



evidence of attention paid to this call has been a pamphlet produced by the NAS/UWT. Although a very respectable piece of information and research, it is little known by the teachers and its recommendations have been on the whole ignored.

Fred Jarvis spoke in 1983 about how he considers stress to have forced many good and badly needed teachers to 'quit their posts'. He concluded that the first stage of a union investigation would be published in the summer of 1983 and would show signs that it was a growing problem. He stated that "teachers were now starting their retirement early with a sense of relief and a feeling that the nobility had gone out of the profession". He went on to say that violence against teachers (and pupils) was one of the elements in the increase of stress to which teachers are now subjected. David Lister TES (26-8-83) reinforced this opinion when he claimed that disruptive pupils "were responsible for 144 serious incidents in one year at a large mixed multi-racial comprehensive". Teachers at the school described disruptive behaviour in its mildest form as clustering round, rowdiness, abuse, bad language and rejecting authority. Dr Stead, senior lecturer at Goldsmiths College considers that these situations are part of the price we have to pay for seeking to resolve rather than to ignore differences between the abilities of pupils. He tends to blame the comprehensive system for much of the growing disruption in schools, saying that "comprehensive schools dramatise the problems of behaviour which were the common experience of the elementary and secondary modern schools".

Another incident to be reported concerned, again, a woman teacher as the victim of an assault where she was punched and kicked by a pupil (TES 27-7-84). She has been suffering from depression and anxiety for over a year after she was abused by two girl pupils as she drove into school. She had left her car to tell the pupils not to use obscene language, was jumped upon

and had her hair pulled. She was then swung round rapidly and kicked in the leg. A gardener came to her aid but she was struck again, this time on the cheekbone. Although the two pupils were suspended from the school, this does not alter the condition of the victim who had had her confidence (and love of her job) shaken probably beyond repair.

Susannah Kirkman in the TES (7-9-84) tells of the teacher whose right eye had to be removed after she was jostled roughly downstairs by pupils. Her compensation of only £500 highlights what the unions say is 'inadequate insurance cover for staff in schools'. She now suffers from neuralgia and risks losing her other eye. The teacher was quoted as saying, "It's meant the end of my teaching career. I am terrified of something similar happening if I go back". The woman teacher is 37 years old. After this incident, unions claimed that accidents in schools were increasingly likely because of 'growing discipline problems'. Peter Dawson of PAT, considers that teaching is 'one of the most high risk jobs in the country'. The victim of this incident has since talked of her attitude on the subject and is, understandably, bitter.

She remarked that teachers are told so much that "we should care for children and have their interests at heart, but that works both ways - the staff need to be looked after as well". The NUT has estimated that 159 of its members were injured at school in 1983 alone and the incident rate must have increased since then. However, many incidents are not reported for reasons of embarrassment, guilt, shame and lack of support from senior staff and authorities. Teachers are even told that children who commit such crimes should be pitied and all attempts must be made to help them with their problems. As several eminent people have mentioned, to set up a compensation fund implies that teachers expect to be injured, attacked or abused. This is the drawback for the implementation of negotiations concerning the stress factors to be taken seriously in pay talks - to admit that



stress is a feature in the job of teaching opens the floodgates for claims towards stress related pay increases.

In her Dimbleby lecture, Mary Warnock implied that teachers should not be considered as social workers and that LEA's should formulate or review their policies on disruptive behaviour in primary schools, 'creating appropriate intervention measures'. Her opinion that primary schools should not be ignored in the fight against bad behaviour is supported by many teachers - primary schools can no longer be regarded as the easy discipline option; children are acquiring bad habits and poor attitudes at a much earlier age. She added that "the demands of this work should be reflected in adequate pay for all teachers".

Mary Warnock voiced the opinions of many teachers when she claimed that disruptive pupils should be recognised fully as children with special needs. She even hinted at this in the Warnock Report. Teachers should be trained in the handling and teaching of such pupils, recognising their special requirements.

The introduction of school based 'sin bins' in the 1970's was welcomed by many teachers as an attempt to ease their load and difficulties. Removing the 'unteachables' allowed scope and freedom to attend to those pupils whose attitude to education was acceptable and many teachers felt an upsurge of enthusiasm and motivation for their work. They felt at ease to enjoy their teaching and involvement in school based activities was very high. The sin bins were ultimately removed, disbanded, accused and convicted of being heathen and cruel, condemning the deprived child. They were condemned as branding the child for his school career and depriving him of the opportunity to mix and learn what good behaviour should be. In psychological terms, this is reasonable; in practical terms, it condemned the majority of well intentioned pupils to a school career of constant disruption, high staff turnover and little



stability. The truth of the matter seems to be that the sin bins were becoming overcrowded and the small resources endowed upon them were pitifully inadequate and hence the disruptive and maladjusted pupils were returned to mainstream school life.

A recent incident in a Manchester school highlights the growing trend in popularity for abuse without confrontation. Graffiti is an excellent way to demonstrate contempt and anti-social attitudes. Graffiti has always been a problem in schools but usually only the caretaker and cleaning staff have been involved in the cleaning of mild scribbles. Teachers are now the subject of the written abuse and this new craze has been the cause of extreme discomfort among the teachers concerned. In Manchester, a group of fifty parents, pupils and teachers marched on the education offices to demand the reinstatement of 47 teachers suspended for refusing to teach five boys who daubed obscene graffiti on a school wall. "The graffiti contained sexual and racist insults to teachers and their spouses". The boys responsible for the crime were caught and expelled but a council sub committee subsequently decided to allow their return to school. The parents leader stated that "We will not be satisfied until the teachers are back and the five boys are expelled. Kids can't be allowed to run schools". This report first appeared in the TES on 4-10-85 and was followed by a more detailed report in the same paper on 18-10-85 by Mike Durham.

A deputy headteacher and spokesman for the teachers action committee *replied*, that he felt LEAs were not aware of what it is like to teach in a school and the problems that can arise when such pupils who have demonstrated their contempt for school in such a way are allowed to return.

This incident was naturally reported on the television. The most interesting interview, in reference to this study, was that of a young boy; one of the so-called 'dirty 5'. His reply to the question of how he felt at the

Expulsion was frightening in its underlying message; "It's not fair. There's much worse than that goes on. For throwing a chair at a teacher you only get a suspension".

One of the danger zones for teachers in today's large comprehensive schools is this area of pupil confrontation. What, at one time, was a major offence bringing about the accepted punishments is now commonplace, permitted crimes, put down to occupational hazards. The teachers security and sanctions no longer exist, the pupils and parents know it. Not all parents are supportive, not all governors are, not all LEAs are. The teacher is becoming isolated in his fight for the upkeep of behavioural standards which are such a vital ingredient in the process of education. If children are not listening, they usually are not learning.

Not all educational concepts can be transmitted through 'open style' approaches to teaching. The do-it-yourself investigation approach can only be effective when pupils are self motivated and self organised. This requires a considerable amount of self discipline; not to be found in pupils who do not respond to the discipline of others. These concepts in education rely on the desire of the pupils to learn and the stimulation comes from both sides. Pupils who have an arrogant contempt for the learning process will not respond to any of the new (or old) ideas of teaching - they are motivated only in pursuit of disruption and self glorification. Their only desire to learn is that of new ways of intimidation. They are, as Warnock implied, cases of special need and attention to this factor must be given.

The case in Manchester is not an isolated one. There are many schools where this type of humiliation has been inflicted on teachers but the majority are not reported. Those responsible are often quietly removed from the school without fuss and publicity (publicity is damaging to the school and many headteachers are reluctant to advertise the fact that this sort of thing can



happen under their command). One school in Wakefield has had exactly the same incident. The staff never found out the names of the boys responsible. They were removed from school without fuss for fear of reprisals from staff. The headteacher was seen all morning washing off the offending graffiti himself with bucket and rubber gloves. It is fair to say that the staff and pupils considered his involvement at this level did little to enhance his authority and standing in the school. In fact, many staff felt that his actions were an insult to their professional status – they felt let down and would have appreciated a firmer stance and attention to justice.

In reply to a questionnaire sent out by AMMA in 1984, three out of four schools believed that there had been a marked deterioration in childrens behaviour. 64% said aggression towards other children had increased; 53% thought defiance towards teachers was more common and 50% reported more destructive attitudes. Meanwhile, 41% of responses noted growth in obscene language and 34% reported more temper tantrums. The recent eruptions on some football terraces have been attributed to various causes and the education service has come in for the usual beating, says John Viner, a headteacher in Kent in the TES (7-6-85). He admits that every football hooligan has attended school at some time, therefore it must be fair to suggest that some of the unrest of these youths has been caught in some way at school, "although the school itself may be blameless".

In some large comprehensive schools, common place events take the form of swearing at teachers, defaecating in halls and corridors, setting off fire alarms six times a day, revealing sexual organs to female teachers in class, sexual harassment of women teachers through remarks intended to embarrass, breaking chairs or desks, and other degrading activities.

The classroom teacher, especially those with the lower ability groups, must contend with humiliation frequently during the day. Some do become



immune to a degree. Others will see things done if they make a nuisance of themselves. Others, who do not have the happy faculty of either, will suffer enormous indignation and stress. The situation is getting worse, not better and will continue to do so until the unions and professional bodies fight for the conditions of the teacher, not just his pay. It would help also if management and LEAs were made more aware of these conditions and faced them with the intention of dealing with them. Until this happens, the teacher must suffer humiliation and abuse that would warrant justifiable retaliation if it occurred outside the school premises.

## SUMMARY

Teachers are facing verbal and physical abuse from children with no sanctions for punishment or deterrent. They encounter humiliation, insolence and apathy as everyday factors. These factors require states of continuous vigilance from the teacher and continuing defence: states that are dangerous to the well being of the individual.

## 2. Working Conditions

This section will look at the environment that the teacher works in. It will refer to the conditions within the school; dirt, dust, noise, heating, poor repair and general resources; but also to the conditions in relation to outside influences, career prospects, changing environment and changing criteria.

As Wall (1955) points out, education is a profession which makes many and very highly varied demands; there is in fact no such thing, he claims as the teacher or the teachers task. Many different kinds of teacher are needed, and many specialisations corresponding to different individual gifts and tastes are not only needed, but necessary, if the schools are to do their jobs. Some teachers, for example have a particular gift for making easy contact with

parents, others are very able to help the child who is failing, yet others may be good in educational guidance (Wall, 1955). The modern day teacher has to have a combination of all these attributes for he may be called upon to have expertise in them all depending on what role he is playing at any particular time.

Dobson refers to task based stress in the school today in the following way: (Dobson, 1982)

Frequent telephone interruptions

Supervising the work of a large number of people

Interruptions by members of staff

High self expectations

Extra school activities

Superiors impose too much responsibility

Excessive workload in the time available

Attendance at meetings time consuming

Completion of paper work within fixed time schedules

This list actually comes from the administrative stress index (Tung and Koch). It shows clearly that teachers are becoming more and more inundated with administrative tasks that take their time (and concentration) away from the real job of teaching. Jack Dunham refers to the common stress situations as identifiable as reorganisation, role conflict, role ambiguity and poor working conditions (NAS, 1976).

Levi suggests that the modern man in today's society is beset by rapidly expanding organisations, rapid technical changes in production, a tendency towards increasing specialisation and enforced mobility (Levi, 1967). No less in schools. In fact the teacher faces these situations constantly during his career. Levi points out that the consequences can be generalised in ambiguous policies, ambiguous job descriptions, unclear limits of authority and

responsibility, unclear goals on the institution's part, increased specialisation and increased monotony. These consequences too are to be seen in many of our high schools (and some middle and primary schools) and their effects are seen on the staff of these schools.

The concept and effect of change are of great concern to the teacher. Change, according to Sayles and Strauss creates two types of problems. First, less can be left to routine; careful planning, deliberate orders and elaborate communication are essential. Secondly, people normally resist change, particularly when it is imposed on them. Consequently the problems of motivating people at work have grown more complex. Teachers in particular resent the majority of changes that have been made and are in the 'melting pot' for many reasons. There is first the fact that changes are often made by people who have little or no knowledge of teaching and children. They are considered to be decisions made without reference to the experts and the ones who must make the changes work effectively - the teachers. When the changes are put into practice it requires many modifications from the teacher; often completely new teaching concepts and therefore the teacher is often obliged to take on a form of retraining. No financial rewards or compensation for changes in working conditions are offered as incentive. New introductions in technology, machinery and industry in general usually go hand in hand with financial changes but not so for the teaching profession. The teacher has accepted numerous changes over the years with no financial benefits or assistance towards retraining; the teacher accepts that this is part of his job. After all, education is all about change. However, many of the modifications made in the past have not been made with the blessing of the teacher; more so, many have been made against the explicit advice of them and teachers find it difficult to accept and put into practice ideas that they know through their own expertise will not work effectively. Teachers know their classrooms and



their pupils – they feel that they should be consulted on matters of policy, both locally and nationally.

Sharan/Hare/Webb/Lazarowitz consider teachers expertise about classroom reality is deemed crucial for discerning practical problems that call for curricular remedies (Sharan, 1980). Schwabs (1969) has a respectful approach to teachers; "An image of a creative and practical reformer discerning problems through an awareness of apparent gaps between what should be and what is, then seeking solutions from his understanding of what might be done, and finally moving to bring about change or improvement". The teacher is rarely asked his opinion except in certain situations within his own school or his own subject but the bulk of policy decisions are made without reference to him; the one who could prevent disastrous mistakes from being made. Westbury (1972) contends that "because of their involvement in classroom situations, teachers are crucial for discovering these apparent gaps and bringing about change. They have intimate knowledge of learners, classrooms and school milieu". This information, he says, allows them to point out weaknesses, shortcomings and conditions that are not satisfactory and can be made otherwise. He considers that, owing to their expertise, "perceiving teachers as sensitive to and knowledgeable about practical problem situations demands their being assigned a primary role in the curriculum process". Teachers have been crying out their various opinions for many years on many issues but they are rarely heeded. Teachers should be the immediate agents of change; change that they have perceived as necessary and have taken an active part in deducing.

The world is altering rapidly and it is right to expect the teaching profession to keep abreast of this. The changes that Alec Clegg has listed do much to give us confidence in our education system. He lists with pride the wonders of flight, surgery, electronics, the reduction of poverty and "many

other achievements which have undoubtedly been of great benefit throughout the world and which owe much to the education we have provided". There is much, however, that we cannot take pride in, he says. "To the list we must add the two bloodiest wars in history, pornography, drugs, violence, kidnappings, muggings and buggings; all of which must have some effect on the young of our day" (Clegg, 1980).

One of the latest additions to the role of teacher is that of 'moral developer' and yet we live in the most corrupt world that we have ever had. The teacher is expected to guide and counsel youngsters set against the background which the young know of and understand has been made possible only by the education of fathers and grandfathers; a legacy which Clegg describes dramatically in the following way; "We kill easily by our use of mechanical transport, we gamble on a massive scale, we see corruption in the highest places, we have invented contraception methods which have utterly changed the attitude of the young towards matters of sex; and our current laws on divorce mean that there are far more children than there used to be who do not have two normal parents. We have invented the bomb and killed millions in gas chambers; we know all about lethal bacteria and napalm and similar devices for killing". We are educating children for a world that is dangerous to live in and does not offer any form of security in terms of health, safety or working pride. This is a formidable backcloth against which to set the 'hidden curriculum' as the 1944 Act requests.

Clegg adds that we live in a world which is growing 'ever more dangerously materialistic' and the education we provide, instead of moderating this materialism, tends to increase it. He contends that we are caring for the mind rather than the spirit which we have hitherto so often neglected in our public system. This hidden curriculum is not clearly defined, possibly owing to the fact that no one really knows the precise nature of its requirements. As a



result, the teacher is expected to administer it without clear guidelines of how to do so. This in itself is a difficult position to be in for the teacher is unaware of what is right and what is wrong. All they know is that they are being called upon to delve into areas that at one time only a social worker or psychologist would have been asked to tread. For the areas not to be clearly defined is bad enough; the teacher has to work in the dark hoping that what he is doing is right; but then to be told that what has not been defined to you is being done wrong - this a teacher finds unbearable.

Some teachers regard themselves simply as educators, trained for a specific job. They resent being asked to act as social worker even though they realise how important the role is for many pupils who find themselves with problems at home. Reporting in the TES (27-9-85), Kathleen Cox and Martin Desforge talk about how teachers can become caught in the middle. They say that teachers are aware of the anxieties caused by parental separation and divorce and how these factors can make pupils less receptive to the learning situation. They report that "teachers know the range of behaviour to expect in a certain age group and knowledge of children allows them to be aware of changes in individual behaviour". They suggest that teachers can recognise and assess reaction to stress in children and can go a long way to help such pupils. Where do teachers learn this? Many teachers would in fact dispute that they are capable of such psychological aptitudes but those who are able surely would dispute that they have the time for it.

Ann Mitchell has reported in the TES (8-3-85) about children of parents who separate and how they tend to keep quiet about it in school. "There is an evident undercurrent of feeling that teachers who might have been helpful had just not realised that anything was wrong." She suggests that teachers should use discretion in deciding what use to make of information given to them in confidence. This, however, is a skill and one which many social workers take



years to perfect. It makes one wonder how the teaching profession ever managed in the days when we did not have the ever vigilant form teacher and the pastoral system as highly perfected as we have it today. Why should all these things come naturally to a teacher who is not trained in such work? The majority of teachers who are in a position to notice such changes in a child's behaviour are in fact form teachers; inundated with forms and paper work.

Hilary Wilce in the TES (12-10-84) discussed the most difficult subject of all; that of abuse to children from the home. She reported on a meeting by teachers regarding how help can be offered to pupils who have been sexually abused. Carl Blakey, head of NSPCC special unit in Nottingham says that girls very often turn to their teachers. He admits that "schools are very much in the front line of this". He comments that it is intended to introduce procedural guidelines for teachers, like those already in existence for child abuse. Two of the five points will encourage teachers to talk things over with the child and state that sexual abuse should form part of the sex education programme of the school. The teacher must be given time to discuss such sensitive areas and must not be left vulnerable to criticism through lack of training. Many teachers believe that the social aspect of the job is becoming so great that soon teacher training will have to include social work as an integral facet. At the moment, a teacher cannot teach a full timetable and also find time for such cases, though needy, and hence they tend to avoid becoming involved in situations that they cannot see through to a satisfactory conclusion. Staff are discussing to what degree pupil confidentiality must be respected and, if outsiders are to be informed, whether it should be a family member, support agency or the social services; many children fear family break ups and disgrace or embarrassment. "Intervention", Blakey admits, "if poorly handled, could make matters worse." He adds that the situation is made worse if the abuser is a member of the family - the child's teacher is the

next closest person. "Teachers must learn which symptoms to look out for, and to know to be suspicious and vigilant." It is interesting to note that a spokesman for the DES said that no official advice was available to teachers and 'no work in this area was planned'.

The mental and physical welfare of pupils is of great concern to teachers and will continue to be so. Teachers realise how important their role is in this respect but at the same time they often feel very inadequate to deal with severe problems or situations that could easily develop into disasters if not handled with great care and expertise. With the economic restraints increasing, many children who would otherwise be in special schools are finding themselves in mainstream schools. These children have handicaps ranging from partial deafness or partial sight to epilepsy, physical handicaps, spina bifida and brittle bones. Many of these children are taking drugs - the teacher is often held responsible for the administering of these drugs and this can cause great anxiety. It is a big responsibility to act as nurse and qualified doctor. Judith Male in the TES (24-9-85) considers that it is "not surprising that teachers are anxious about receiving them into their classrooms". There have been cases where a form tutor has spent break times and dinner times administering tablets and medicines to children; a disturbing outcome from the role of form tutor. The greatest concern for this teacher was if she herself was absent or not able to get back to the classroom, or forgot; if anything happened would she be held responsible especially as one of her pupils was likely to become unconscious if her tablets were not taken on time.

As teachers are to look out for children with problems at home, required to administer to children with physical disabilities, so too are they expected to watch out for the children who may be under influence of drugs and alcohol. "Spot the Addict", a report in the TES (21-9-84) discussed this problem. Since addiction commonly begins at school age (sometimes as early as twelve) action



is expected at school level. A Birmingham social worker was quoted as saying that "teachers need far more professional support in spotting and fighting the disease". He went on to say that teachers did not seem terribly interested in preventative medicine (education) even though it is a thousand times cheaper than cure. His opinions regarding the apathy of teachers on this matter was supported by the article author who suggested that "If 'in loco parentis' means anything, it surely means that readers of this article bear some responsibility for combatting the problem and that their professional organisations should not merely say with a shrug, as an NAS/UWT spokesman did, that the job of monitoring, was the responsibility of the employers".

A school in Newton Abbot appears to have the answer to most of these problems and criticisms. This school appointed a school nurse but not in the traditional sense of the word. She was appointed not merely for tending to cut knees and blisters, headaches and stomach aches. The headteacher says that she had made an impact on the school and staff far beyond his original hopes. Her duties can be placed into five categories and many schools would do well to take heed of her contribution if not for the children's sake, then for the staff and parents.

1. Influence on and active participation in the formal health education programme.
2. Influence on the hidden curriculum, informal pressures exerted on staff and pupils to modify personal behaviour in the interests of health.
3. Coordinative and administrative role in the series of health activities and programmes.
4. Emergency response to accidents and illness.
5. Pastoral role.

The pastoral role apparently was unplanned but as the headteacher reported in the TES (31-5-85), no pastoral meeting is complete without her; no



social services case conference would be convened on a day when she was not available. "She is in the pastoral team because she has proved valuable to it; she has been valuable because she has contributed knowledge both of the children and of the home - forged from a different set of shared anxieties, seen from a different series of angles." The headteacher has advice for other schools who may consider the reintroduction of the school nurse in terms of the type of person to look for; bustling, get on with it manner, sharp though good humoured tongue for the lead swinger, firm no nonsense rebuff for those who attempt to manipulate the system without good cause. She needs to have certain attributes of the teacher when dealing with various pupils. With the efficient school nurse, the pupils most likely to be difficult are well known to her, and she to them. In the school mentioned, the nurse has had great influences on the hidden curriculum, her main targets being diet, hygiene, posture, exercise, smoking, alcohol abuse and drugs. She can be the vital link between school and home; a link that schools are finding increasingly difficult to establish. As the headteacher finally admits, "All in all, although technically employed by the Health Authority and not by Education, she has become in every sense a member of the school staff." Many teachers would welcome the introduction of this type of ancilliary help.

The same applies to assistance at those times during the day that have been the cause of considerable unrest recently - lunch times and break times. The problem of lunchtime supervision has been a thorn in the side of teachers, management, and local authorities for many years. The recent disturbances have shown just how vital supervision is and how much disruption can be caused not only to the school, the pupils and the parents but to the local community as a whole.

Geraldine Hackett in the TES (16-11-84) reported on how the growth in the number of teachers opting out of lunchtime supervision has forced at least

one local authority to consider a radical reorganisation of the secondary school day - including the possible introduction of continental hours. A headteacher recently was left as the sole person supervising lunch at a 1,150 pupil comprehensive school. He was attacked by a pupil. There have been many incidents recently involving violence that would have been avoided if adequate supervision was there. A regional secretary of the NAS/UWT considered that the rise in teachers opting out of lunch time duties was not necessarily a result of teachers action but a result of the declining morale in the profession. There are many teachers now who are considering opting out of duties even when all action is over. "In secondary schools teachers are finding that the strain of teaching means they have to have a break at lunchtime."

Sara Parker and Bob Doe in the TES (22-3-85) called the situation 'The Lunch Time Bomb'. The report concerned an eight year old boy in a Coventry school who was hit and badly injured in the eye by a paper clip fired from an elastic band by another pupil. The courts decided that there was not enough supervision as the teacher in charge was looking after two classrooms. Although this incident happened in 1978, many school heads are still very much aware of the case. On London head admitted that he had to lock pupils out at lunchtime because of insufficient staff and vandalism.

Problems then arise in regard to the local community; in particular the local shops. Police headquarters around the country do not regard school lunchtimes as a problem but the situation is different at local level; with school neighbours complaining about loutish behaviour, damage to property and inter school fights. A shopkeeper was quoted as saying, "They came in dancing and singing; pushing at the door. It's not possible for our customers to come in at all with 20 to 25 children outside pushing and shoving". Numerous shopkeepers immediately call the school when there are problems with pupils outside school working hours. Theft and violence are seen to be the



responsibility of the school rather than the local police and there have been many incidents of the teacher taking on the role of detective, judge and jury. It is not an unusual sight to see headteachers and deputy heads patrolling the streets in their cars at lunchtimes in the hope of averting troubles; catching pupils about to cause disturbances and hoping that their presence will deter youngsters from bad behaviour. It is a vicious circle with parents insisting that their child should remain in school and not wander the streets, and headteachers being told to lock children out if they cannot guarantee their safety. Peter Snape of the Secondary Heads Association claims that "schools are not built to accommodate children for one and a half hours when they are not doing anything and heads are under pressure from the local community to keep youngsters in".

The effects on the teacher is also a vicious circle. Although many teachers are enjoying their child-free lunchtimes, they are finding that the pupils are in a state of excitement during the afternoon sessions and many incidents of unruly behaviour and vandalism occur in the afternoons. It is worrying to see how the incidence of petty crime in school has increased since the exclusion of pupils at lunchtimes. Teachers are becoming prime victims of a wave of petty theft, often occurring in the afternoon session. Nick Wood in the TES (8-4-83) was aware of the increase. Desks, handbags, unattended jackets and coats are the least of the problem; thefts of equipment belonging to staff which are frequently left in school are now increasing at a disturbing rate. Claims totalling £29,000 were dealt with in 1983 alone and the figure has now risen to a staggering £45,000. Tom Jones of AMMA feels that much of the responsibility for these increases in petty crime should rest with the parents, "people should not have children unless they are prepared to assume the great responsibility of bringing up a family. There is no substitute for caring parents and there is nothing sadder than a child whose parents are sentimentally thrilled at the idea of parenthood but give up at the reality".



There are many instances where the school environment reflects the society in which we live and teachers face unpleasant situations in both places. Abusive behaviour in society is normally merely witnessed but in the school it must be faced head on; petty crime is becoming a daily threat; but other things are also presented in the 'community within a community'. Women are facing considerable pressures in today's modern society and are attempting to prove their worth in the working environment. They still face harassment and in the teaching profession this seems to be a fault which is slow to dissipate. Liz Heron in the TES (17-6-83) was aware of the growing feeling among women teachers that their position was a delicate one. In her report she claimed that women teachers regard sexual harassment as 'a pressing item' and have begun to look for ways of dealing with what, she advocates, is 'an undeniably complex and sensitive facet of life in the classroom and corridors'. An example was quoted by two technicians working in a boys school who left their job because of continual harassment. Other examples of prejudice against women have already been cited, in particular those pertaining to discrimination in the promotion race and the increase in reports regarding this aspect of their working lives is demoralising to many hard working women teachers who are often oblivious to its presence until they are faced with it; one woman teacher actually walked out of an interview and complained to her adviser as a result of what she claimed to be a "disgusting show of chauvinism" on the part of the interview panel for a head of year post. She was asked very few questions regarding the post; most questions were to fill in the time, mainly about her hobbies. When she answered that one of her hobbies was gardening, one of the panel suggested that this was possibly the reason for her having such good legs. Another member of the panel when asked if he had any further questions replied that he had not, none that he could ask in that room and then winked at the candidate. Such unprofessional conduct in a supposedly professional

interview is an insult to the woman concerned but many women are reluctant to complain for fear of repercussions in their career prospects.

Biddy Passmore of the TES (24-8-84) has looked at recent statistics about the role of women in the profession and has revealed some startling evidence. She shows that although women constitute nearly 60% of the 1982 total, they held far fewer headships than men, only 10,800 compared with nearly 17,000. She claimed that other statistics also show women clustered in lower grades and it is this lack of seniority rather than their generally lower qualifications or concentration in the primary sector that appears to be the cause of the difference between the salaries of men and women. In 1982 male graduates were earning £9,067 whereas women graduates were earning only £7,718.

Several surveys have revealed that there is a predominance of women in the classroom situation and a predominance of men in the jobs of head of department, year tutor and deputy head as well as the headships. Because of this, the bulk of the classroom stress is placed firmly on the shoulders of women. Whereas the stress of management, administration and organisation of the school is faced by men in general, it is the women who face the stresses of the pupils at their highest levels. Hilary Wilce in the TES (16-9-83) blames stress for the increase of infertility in women teachers, basing her claim on evidence from teachers themselves and confirmations from the British Pregnancy Advisory Service. The suspicion that there could be a link between teacher stress and childlessness was first voiced by a Humberside teacher but her claims have since been largely substantiated by experts in fertility and occupational stress. The teacher, a former head of department in a large comprehensive school called for an investigation saying that "the numbers of female teachers attending fertility clinics are considerable". She admitted that in the profession the claim is often made that "the best form of



contraception is to marry a teacher". It certainly has been proved that the chemical effects of both physical and mental stress affect the reproductive system.

Dr Jack Dunham, psychology lecturer at Bristol University said that many teachers suffer from marital and sexual problems because of the strain of the job, including irritability at being touched, depression, moroseness, chronic exhaustion and a general unwillingness to take part in sexual activities. Although no figures have been collected which relate occupation to fertility, tables on malformed babies now show that teachers have a higher than average number of Downs Syndrome babies. In fact these figures from the office of Population Census Surveys show that the ratio of Downs Syndrome babies born to teachers was 54% higher than might have been expected.

There are other ways in which the teaching profession has its effects on the ordinary lives of teachers. Johnson points out that the teacher's role is one that "demands conformity and conventionality, not only in the classroom but even in the teacher's private life" (Johnson, 1970). Teachers must watch very carefully how they talk, dress and behave in front of the pupils; living at times a double life. Standards of dress and language used at home and in their social life must sometimes be contained or altered completely when in the school. As a moral educator the teacher is often expected to be the pillar of modesty and moral behaviour.

Standards of dress are also watched carefully in many schools. Mike Durham in the TES (10-6-83) reported on the changing fashions in teacher uniform. One headmaster claimed that in his school "we teach by example". All male teachers were required to wear ties and jackets, women were frowned upon for wearing trousers, boiler suits and mini skirts. The reverse was seen however in another school where it was argued that the children may



at first be impressed with smart dress but would ultimately see through this to how good the teacher is at teaching. "If you've got a particularly difficult groups of kids the last thing you want is a confrontation on something trivial like uniform." In this school the teachers felt that their job was to teach, not set examples.

Confrontations between management and staff can occur frequently over the issue of dress. An English teacher in Yorkshire found to his cost how many schools feel it is still their duty to set standards. In the TES (9-8-85) he described how he was treated by a member of the management team because he constantly refused to wear a tie. He was taken into a private room and lecture to. "Here I am, eight years a teacher, in the process of getting myself established at a new school, and being subjected to the kind of treatment usually doled out by this man to an errant third year and, it has to be admitted, accepting it."

The teacher who lives within the catchment area of his school is in an even worse position; constantly on parade to prying eyes: every move being reported back to the school grape vine the next day. Shopping, walking or even visiting a public house can place the teacher in an intolerable situation of 'being in the public eye' when supposedly relaxing at home and off duty.

Many of these facets of the work have led a considerable number of teachers to leave the profession or to take on other aspects of work in their lives in order to relieve the confines of the job - an attempt to come away from the tight restraints placed upon them. A report in the TES (16-9-83) called "Moonlight Shadows" talked of a time when a qualified teacher with a year's experience can expect to earn substantially less than his counterparts in the police force. It is not surprising that some teachers have a little job 'on the side' to help them make ends meet. It is even more surprising to find that the majority of teachers who have extra jobs do so not primarily for the

money. Susan Thomas in the TES (24-8-84) interviewed a teacher who had given up a department to throw pots for a living. He explained his disillusion with the educational world and, in particular, its hierarches. He considered that we are living in an age of "small men for whom the only way to build an empire is with paper". Promotion too, he claimed, is the wrong way round. How does it work? "You get some lovely man aged 30, doing a good job and he's made all his mistakes. He's accepted by the children and what do you do - you promote him - out of the classroom and away from the children." Headships, he considers, are awarded for the number of course you attend, obedience to the LEA and keenness to be a paper shuffler.

Biddy Passmore reported on a survey of teachers who would welcome changing jobs. In the TES (16-8-85) it was claimed that almost two thirds of the teachers in an outer London borough would like to leave teaching - 67% in fact. The largest number of restless teachers appear to be in the secondary sector and the reasons given were those of the need for higher standards of discipline, a boost to their public image, better pay and incentives. The majority favoured regular assessment and a legal right to in service training. The fact that such teachers, and they are not confined to the inner cities, feel the need for change impels many of them to look for other ways of relieving their tensions. Mid week mini breaks, a case for survival is the phrase used by Alan Proud in the TES (1-7-83) to describe how teachers find ways to get away from it all during term time without losing their jobs. "Youthful enthusiasm wears off; the maturing campaigner settles for self preservation and falls back on well tried routines." He considers those who are able to leave the classroom and move into 'the rear echelons of administration' as fortunate, "drawing up staff rotas for this and that may not be the peak of human endeavour but it is more conducive to long life than the weekly or daily confrontation with 3F or 4G or whatever". Over the years, he claims, the



seasoned practitioner will cultivate a whole crop of mini breaks away from the classroom.

One of the biggest complaints regarding poor working conditions stems from the actual fabric of the school environment. Recent reports of condemned buildings still in use as classrooms, outside toilet facilities, crumbling walls, windows that leak and let in draughts, graffiti and other such conditions are often at the forefront of the complaints - criticised frequently as the cause of ill health for children and teachers. There are many reports of bad conditions in schools including those of having to hold classes in sheds, huddled in overcoats because the education authority will not spend money on proper classrooms (TES 15-4-83). Other reports make claims of filthy schools. One headteacher has told his LEA that he is ashamed to show potential staff around his school because "pupils are being taught in filth and squalor". Rooms, he claimed had not been decorated for seventeen years, floors were dangerous due to tiles lifting and there was a general air of neglect (TES 27-5-83).

A Times Educational Survey in 1983 described the condition of many school buildings as follows;

Boys lavatories not decorated since 1935

School kitchens with mouldy walls

Lessons abandoned because of leaking roofs

Worn stair treads and potentially dangerous electrical fittings

Sports cancelled because of damaged courts

Bare plaster, rotting window frames and peeling paint

Overgrown and litter strewn school grounds

A school where emergency repairs nearly delayed opening.

Add to this a list of more recent survey findings of asbestos concerns, poor heating and inadequate heating systems and the picture becomes clearer.



Repairs and maintenance are a headache for the headmaster and he is usually unable to pacify irate teachers. Over recent years schools have taken it upon themselves with the aid of pupils, staff and parents to help alleviate the cuts in essential educational services and now it is a matter of course in many areas. The TES (30-9-83) claimed that 55 schools had employed parents and helpers in one area alone. In Northumberland, unemployed people on a Manpower Services Commission scheme had helped paint schools. The report also added that there was too much evidence of spitting in corridors, corridor floors and stairs spattered with chewing gum and grafitti on desks and walls. There are very few teachers who do not have a personal tale to tell about the effects of spitting and chewing gum on clothes, shoes and other items of clothing. The survey concluded that 'neglect in upkeep is reflected by the lack of respect shown by some pupils'.

The problem of asbestos has grown in recent years to an ugly level. Many schools are finding that much of the fabric of the building is made of dangerous types of asbestos that has been left exposed for long periods of time. Many of the incidences are not reported nationally and the LEAs appear to be wanting to keep the situation as quiet as possible. One school in Yorkshire, where the staff were told only at the last moment when asbestos had been found, were given the opportunity to have a medical examination in case of future problems with their health. ILEA was faced in 1983 with a possible bill of £50m in order to ensure that its schools were free from any asbestos hazard. Over 300 cases had been reported with staff and parents demanding action.

As a result of many of these types of situation, teachers are looking for ways to alleviate the strain and one way is to have a break on those occasions when the tension becomes too great. The Council of Local Education Authorities instructed a survey to be carried out after teachers union leaders

had submitted a request for national agreement on the provision of supply cover. The survey showed that on average 10% of teachers are absent every day. This substantiates the claim by ILEA who did a spot check on all its schools one day and found 10.9% of staff absent (TES 28-9-84). The report found that covering for an absent colleague differed in primary and secondary schools. In secondary schools it was found that about 65% of cover is supplied by the staff against 26% in primary schools.

The emergence of stress as a possible cause of low morale, high absenteeism, early retirement and low motivation to work for higher standards has had considerable impact on the profession as a whole. Richard Garner (TES 10-8-84) stated that teachers face more stress than before in today's classroom and thus merit more sympathetic treatment on pay. "Teachers are now expected to meet the needs of ethnic minorities in an increasingly multicultural environment, cope with the introduction of microelectronics into the school curriculum and are expected to make their teaching relevant to today's needs." Teachers, he claims, have to supplement the curriculum by giving pupils an awareness of health education, road safety, multicultural awareness and sex discrimination. The most depressing comments of all are coming from those innovative and enterprising teachers who complain not only about their own salaries but about the frustration of having to beg or borrow the basic tools of their trade - new books and equipment - to put new life into their teaching. After a few years of this, say the TES (22-3-85) "in decaying buildings and peeling paint, people begin to ask if it is all worth it".

Since 1977 around 20,000 teachers have opted for premature retirement. Some of them have been out of school long enough to assess the wisdom of their decision and most have no regrets. DES figures show the number is still rising.



Very few people are aware of how taxing the physical nature of teaching is; least of all the teachers themselves. On an average, teachers walk four miles a day in the school and along this journey many things can happen, especially over slippery floors, damaged and even dangerous floors, corridors and stairs. They walk past desks, chairs and other furniture that often have nails, metal pieces and splinters protruding from them. They walk up and down staircases carrying heavy loads of books and equipment and are constantly jostled and knocked by pupils who are running and not looking where they are going. They pass by a school bell on a wall that rings out at over 100 decibels. The following comparisons of sound levels and their effects on the human ear show clearly the annoyance felt by the teacher if he is unfortunate enough to suffer this several times a day; the sound is literally deafening.

Lord Horder pointed out that "noise wears down the human nervous system so that the natural resistance to disease and the natural recovery from disease is lowered".

<u>SOURCE</u>	<u>INTENSITY</u>	<u>EFFECT ON EAR</u>
Thunderclap	120 (DB)	Painful
Aeroplane	100	Deafening
Busy street traffic	80	Very loud
Conversation	60	Loud
Office or home	40	Average
Rustle of leaves	10	Faint

As Dunham recorded, the school fire bell is 102 decibels at two metres but the normal change of lesson bell is very similar in intensity. Schools are often the centre of a community and are therefore also prone to noises such as traffic and aircraft which are enhanced by old buildings, inadequate sound proofing, open plan teaching areas etc. One teacher in a school designed with noise in mind noticed the difference in the level of noise and its effects on her



and the pupils. She remarked that the lack of noise was difficult to get used to at first but her teaching and her headaches improved rapidly. Dobson pointed out that research literature on noise suggests that it is "not so much the level of noise which causes stress, but its predictability and control" (Dobson, 1982). The effects of noise however are not immediate and can take their toll over a period of time. Packer informs us that it is no coincidence that a survey of people affected by the noise of Heathrow Airport revealed that the number admitted to hospital for mental disturbances was "8 times the national average" (Packer, 1974). Packer also reiterated the view of Dr James Millar who claims that 70 decibels in classrooms affects learning. The noise in many classrooms, especially those of difficult pupils or teachers whose class control leaves much to be desired, is over that dangerous level. As already stated, the effects are slow to be observed - Packer reports of studies with laboratory animals which show that "the level of blood cholesterol increases if animals are exposed to continuous noise. The higher the amount of blood cholesterol the more likely it is that the supply of blood to the heart muscle will be reduced, causing heart attacks". Levels of noise can be directly linked to heart conditions (Packer, 1974).

Temperatures too can be a decisive factor in the learning and working process. It is well known that in schools the heating systems, if they work at all, are designed to switch on and off at certain times of the year - times which many teachers and pupils argue are inappropriate for our climate. Schools only close if the heating system fails and even then, not always. The ideal temperature for sedentary mental work is somewhere in the region of 68 to 70 degrees fahrenheit (Norfolk, 1977).

Dr E G Dexter confirmed that "low levels of humidity were associated with excessive restlessness of mind, nervous tension, insomnia and peculiarities of conduct" (Norfolk, 1977). Also, in centrally heated offices,

alterations to the ionisation of the air cause people to feel irritable, stuffy and prone to headaches. Teachers are very aware of the effects of conditions on their students and their experiences tell them when to open windows and when to close them but all too often the ventilation systems are totally inadequate for the teacher to regulate them to the required level.

Besides the physical conditions of schools, the effects of outside agencies and influences can often be most harrowing for the teacher. Stagnation, taking the form of outmoded structures, rigid procedures, disrupted communications and stereotyped thinking, may ultimately lead to pronounced organisational ineffectiveness. Unfortunately, as Houghton, McHugh and Morgan consider, ineffective schools, unlike dying businesses, do not always fade from existence. "Instead they linger on to infect the lives of thousands of student to come, impeding learning and choking innovation" (Houghton, 1976). The opinions and attitudes of our society are a great influence on the morale of the teaching profession; if respect and confidence fall, so does the morale of teachers. The level of respect for teachers and what they do has never been as low; morale has never been as low.

The NAS/UWT reflected that it would be monstrously unjust to provide less for teachers who have borne a heavy responsibility to the nation's youngsters and have suffered damaging degrees of stress in their careers (Mander, 1980). Teaching is slowly being accepted as not merely a job of passing on information. It involves far more than this in terms of the personal offering given by teachers; a giving of themselves. Wall suggests that there is first "the fact that because no family unit or small community now can give all that a child needs for his personal development, we can no longer equate school education with instruction" (Wall, 1955).

Every good teacher must be something of an actor with respect to techniques of instruction, so Hook claims. He must also be something of a



psychiatrist in "recognising the blockages and difficulties which stand in the way of the fullest liberation of the intellectual powers of the individual student" (Hook, 1974). Teachers have to be good actors; they must appear the same all the time in terms of patience, appraisal, efficiency, perception and ability. They must never let their pupils see a weakness in defence, they must never relax their vigilance or powers of control. They cannot be ill and hibernate at their desk for a couple of days; when a teacher feels ill, he must still appear to be bright and witty, patient and caring - a great feat when feeling unwell.

Conditions in teaching, both physical and hidden, are one of the causes of increased pressure for its staff. The added demands from local and national bodies are growing and the resources to meet these demands are reducing: teachers are not trained for a large portion of their expected duties.

As Hook summarises, across the educational world stretches an iron curtain which the professional educationists are busily fashioning. Behind it, in slave labour camps are the classroom teachers whose only hope is rescue from without (Hook, 1974). The part played by the teacher in the society in which he lives, his influence on parents and pupils, is directly affected by the social valuation placed upon the teaching profession itself and by its class structure. In almost every country in Europe, the financial rewards of teaching are lower than those of other learned professions and, in many, lower than those offered by commerce and industry (Wall, 1955). As Hook says, no matter how urgent the appeals, no matter how persuasive the call for teachers, it is not likely to be heeded unless the economic rewards of the profession are sharply increased. The teaching profession must not be staffed by those for whom teaching is a residual choice (Hook, 1974). He considers the situation to be a chronic emergency; some individuals will be certified as teachers, individuals who in the light of the most adequate standards are not



Qualified intellectually or emotionally to pursue the calling. In fact, since our schools can rise no higher than their teacher source, they cannot educate for intelligence even if they seek to do so if the quality of teachers is not the highest of levels.

Many teachers are faced with a change in teaching subject, especially with the introduction of new technologies and the teacher often does not feel sufficiently confident to undertake this but has no real choice when it is demanded. Teachers are being asked to work in areas where they have no previous experience. The introduction of TVEI, CPVE, Business Studies and many other initiatives has highlighted the fact that teachers have little experience of work outside the education system. Most teachers are 'brought up' on the basic ideas of education; the set disciplines in compartments. Links with industry and commerce have only recently been introduced and therefore the teacher must alter completely what he has been used to teaching. The vicious circle is between the teachers and industry; both claiming that the other is not responding to their initiatives and ideas, a situation which is acceptable to neither and meanwhile the pupils are suffering. "We need a process which shows them both just how to draw together" says Maggie Pankhurst in the TES (4-1-85), "in the business of building bridges". Pankhurst does not claim to be about getting teachers to learn about industry and commerce so much as getting them to reappraise the way they teach using materials based on industry and commerce.

It is a fact that most teachers would welcome the idea of learning about industry and commerce as they realise that this is perhaps the alternative to the 'carrot' they were once able to hold in front of pupils when requiring them to work hard for examinations. As pupils no longer feel that the attainment of qualifications is a necessity, they are more likely to respond to an opportunity for the more practical and, as they feel, relevant side of education. Links

with industry would indeed be beneficial to both sides; teachers to see how industry works and what their requirements are; industry to see the running of the modern education system. If cooperation between the two could be fostered, it would be a breakthrough with enormous potential.

Links with industry and commerce would help to open up the schools and bring them into the community and society as a whole - forging links with life after school could also help to increase the involvement of those pupils who are, at the moment, anti school for so many reasons - many of them justified. As Bob Steed the TES (5-10-84) notes, however, we are not accustomed to exposing our methodology to adult scrutiny and the links with industry would certainly incur much display of our work and our methods. The only time that we are on show to other adults, especially informed ones who can criticise with authority, is when faced with the HMI inspection. Some schools have learned at their cost that an inspection can be a stressful thing and the outcome of comments and recommendations can be degrading and humiliating. This is, however, the only real form of assessment we have at the moment but it will not be sufficient in a changing world. It is constantly being asserted that we are going to need a better educated population but, as Jack Cross claimed in the TES (1-7-83) "this is not likely to be achieved in institutions where 67% of the pupils leave as soon as they can and an unquantified but large number become semi-permanent truants during their last year". The increasing unemployment will force out the truth of the fact that the "age old unwritten contract - come to school, do as you are told and pass your exams; that's the route to a better job - has been unilaterally broken".

As we have mentioned before, the most vocal proponents for change are prominent members of the industrial and commercial communities as they are the recipients of the products of a system which is out of phase with the times. As Mr Arthur Fairhurst, a chemical industry executive said in the

TES (22-11-85), the real problems in education today are more managerial than educational. "We have made great strides in communicating with pupils in the classroom, but now we have to focus on the management of our education service." Businessmen, he suggests, must use their expertise to help schools carry out changes like the introduction of staff appraisal and curriculum questions.

Certainly, advice comes from many angles but it is interesting to note the comments made by people who have moved into industry and commerce from a teaching post. One such person wrote to the TES (1-11-85) admitting that although he now works twice as many hours as a lawyer and the pay is better, "I never get as exhausted as in my teaching days". He feels that teachers earn every penny they get, or they would if they got their full Houghton increase. "Alas", he says, "we will reap for years the harvest of dissatisfaction and alienation among professionals who occupy the most influential and creative of all roles - the teachers of the young".

Working conditions; teachers would translate this to mean lots of different issues depending on what subject they teach, what age group they teacher and what school they teach in. For those members of society who are unaware of the conditions in some schools, it is hard to give on isolated report as typical of the conditions. However, if it was necessary to choose one report, the following from four Physical Education teachers in Bristol may open a few eyes and raise a few eyebrows. It is worth quoting at length;

"Recently, Sir Keith Joseph made our blood boil. He said we teachers should accept the same rules and conditions as others in society. So here goes. We are four very committed PE teachers and dare we admit we actually love our jobs but ... there are a few environmental problems. Let's take a fairly typical lesson. The second years are working with skill and enjoyment on the gymnastic apparatus and through the cracks in the 1930's window frames a



group of lads are shouting 'get em off'. They begin throwing bricks at the windows. Nicola steps on the glass and bleeds all over the gym mats, apparatus, floor and me. The police inform me that the lads are on the rampage because the force is in Nottingham sorting out the miners. A few days later it rained and Sir Keith would have been impressed with our flexibility and sheer ingenuity as we danced "Agadoo" around the buckets put out to catch the drips in the centre of the gym. The roof leaks constantly as the local lads steal the lead and tiles. When we play rounders we carefully place the posts to avoid the dog 'dollops' which we have in abundance. One day a large spotted dog cocked his leg over the basket of hockey balls, keys and cardigans we had left beside the pitch.

We think the flashers have formed an association. They are wearing nothing but blue teeshirts over their heads. The fat one has not returned since the Head of PE attacked him with a javelin, but the young nubile one returned to masturbate in front of 11 year old girls.

There is green mould growing on the walls of the changing rooms and the ceiling is rotting but apparently there is no money for repairs. The workman who came to deal with the smell of sewage says our drains are some of the 'tastiest' he has known. Apparently it is methane gas which makes us all feel sick. We hope that no one strikes a match when our 1930's sewers are blocked.

Frequently on Mondays we find we have had a burglary during the weekend. Our personal possessions are not safe. Sometimes when we are playing netball, after removing the mattresses, prams and engines from the netball courts, packs of copulating dogs descend on us. Occasionally the girls bounce their balls in the excretion.

Come on Sir Keith, how many professional people have to endure such unsanitary and difficult working conditions?"

## SUMMARY

Conditions of work have deteriorated to a very low level. Poor sanitary conditions, few resources, uncomfortable temperatures and atmospheres, old buildings and dangerous features are commonplace. Petty crimes are on the increase and so too is vandalism. The teacher faces heavy workloads, heavy timetables, excessive paperwork and little gratitude. His role is becoming more demanding and his time for real teaching is diminishing.

### **3. The School As An Organisation**

William Percival considered that any community of people working together will develop its own nervous system; an unofficial pattern, based on personalities, friendships, enmities, rivalries and common interests, which has a life and effectiveness of its own (Allen, 1968). In Plato, there was the love of order and so there are modern parallels for the passion for order which, for Plato, underlies the whole education system. This love of order is also central in Piaget's account; that the driving force of intellectual development is equilibration, the balance between assimilation and accommodation. Freud, too said that the desire for order is the basis of civilisation. Organisations have grown from the need to pool resources, ideas and man power and the need for social groupings, and all organisations have policies; a web of decisions and actions that allocate values (Baron, 1969).

In schools, unlike most organisations, the output or finished product cannot be assessed in normal ways. The end product takes years to complete and cannot be manipulated along the way as most industrial products. It does not add to the balance of payments by way of export etc. Instead, it costs a lot of money to produce but gives little back in return for the investments. Our schools are a complicated form of organisation and the recent reorganisations that education has seen in order to cope with large numbers of



children has to a certain extent backfired on the central authorities. We now have, in huge schools, massive numbers of administrators and managers whose prime job has been to effectively run these large, complicated systems with their masses of pupils and staffs; unfortunately, they now have fewer and fewer personnel to administer but the education system is so well designed as to protect their salary and status.

The teaching profession finds it difficult to adhere to the simplest form of organisation which according to Banks and Hislop (Banks, 1961) is a pyramid of individuals each with reasonably well defined responsibilities. Schools question which way up the pyramid should be and in many places the management and middle management positions appear to outweigh the fundamental teaching posts. Sayles and Strauss (Sayles, 1966) are clear in their view that organisations should be constructed from the bottom up rather than the top down. This implies that support must be given rather than directives merely sent down. Where you are in the hierarchy will determine what view you have of the organisation, which is really a definition of social reality. Houghton, McHugh and Morgan feel that some people may make these definitions by virtue of their access to power while others must pay attention to them (Houghton, 1976).

As administering the system becomes more elaborate, simplicity of design becomes imperative. Argyris (Johnson, 1970) states that an organisation has three core activities; achieving its objectives, maintaining itself internally and adapting and to its external environment. All these three activities apply no less to the school system but the problems faced in their execution are more difficult since a) the objectives in education are not clear, b) its internal maintenance needs to take into account changes in personnel, pupils and diverse differences of opinion, and c) the external environment tends to create constant demands for the reorganisation of the internal



processes. It must be remembered that a school system is not a static, even stable form, it is fluid and constantly changing as every child enters or leaves and as every teacher enters or leaves. J.E. Steiner dealt well with the problem of initial objectives. He stated that the objective of all dedicated employees should be to thoroughly analyse all situations, to anticipate all problems prior to their occurrences, and to move swiftly to solve them when they do occur - however, when you are up to your ass in alligators, it is difficult to remind yourself that your initial objective was to drain the swamp".

The initial objective of the teacher is to teach; to be in a classroom with children and pass on information and instruction; to create situations conducive to the learning process; to build up relationships with pupils that will enhance their education. If, in the process, the teacher can formulate procedures to instigate and encourage moral and social development, then all the better. If these initial objectives are pushed to one side for the sake of the smooth running of the organisation, then the organisation has lost sight of its initial objectives; the creation of an atmosphere that enables the teacher to attain his or her objectives. The two cannot work at odds with each other and this appears to be happening in many cases. Too many schools pride themselves on fancy organisation functions visible from charts and master plan pin boards. The roles have reversed; instead of the organisation being a servant to the teaching process, the teaching process has become a side line to the effective functioning of the organisation.

Prime objectives can easily be forgotten or fudged when there are so many things demanding your attention and your commitment. The alligators in teaching began arriving in the early seventies with the introduction of the raising of the school leaving age and the subsequent comprehensive system with its large, impersonal schools and their vast organisational demands.

Teachers began to feel more like statistics in a factory. The bureaucracy and red tape necessitated a change in attitude from the teacher; he had to become more objective about his work and view it, not from the small departmental aspect, but from the overall pattern.

As Sayles and Strauss say, if we want to understand how an organisation works and what sources of personnel problems lie within it, it is not enough to look at the formal organisational chart. We need to observe the actual operation of the organisation; who comes into contact with whom in the course of getting the work done – at whose initiation and how frequently and for how long. These inter-personal relationships are the life blood of the organisation (Sayles, 1966).

People and personalities feature more strongly in the school system than in, say, a factory community of people because the whole process of education is based on people and personalities. It is immediately apparent, so Wall feels, that there is a strong link between organisations and human groupings. One of the functions of a group is to contain and render innocuous the hostility of its members towards each other. When one considers the major groups, sub-groups, committees, overlap of group expectancies in a school; one realises the potential situations for hostility and confusion (Wall, 1955).

These groups have been created in order to make organisation and administration easier and more effective but this is where role ambiguity sets in; managers are created in order to manage people who are managing others. Or should the word be 'monitoring'?

On paper, these managerial levels or hierarchies look quite simple and logical but as Sayles and Strauss state, they do not function as simply as many theorists have stated (Sayles, 1966). Many managerial levels are becoming obsolete with the reduction of staffing and pupils and even without this reduction it is the considered opinion of many people in the teaching



profession that the management of the school system has become too diversified and too few jobs are being done by too many people. The sharing out of important responsibilities to so many middle and upper management personnel has created overlaps and chains of command so numerous that the ordinary teacher often finds it difficult to find just who is responsible for a minor problem. Parkinson goes further with adroit satire to say that the number of people employed in a given department within an organisation has no relationship to the amount of work that needs to be done. (Northcote Parkinson in Parkinsons Law 1957).

A large school complex is not an easy place to work in for many reasons and it is apparent, according to Houghton, McHugh and Morgan, that if a given educational organisation is to sustain itself over time it must be concerned with both the attraction and retention of teachers and the faithful performance of their inter related role activities. Levels of teacher satisfaction have been inexorably linked with these crucial organisational concerns. Therefore, for both humanistic and organisational reasons, educational institutions must create the conditions which enhance the probability of high satisfaction levels among their teaching personnel (Houghton, 1976).

Sayles and Strauss have a more optimistic view. They believe that people will tend to mould not themselves, but the job. They claim that in spite of organisational theory, it is naive to assume that employees fit themselves into a straightjacket of the job specifications. As they try the job on for size they begin squirming a bit, pulling in here and pushing out there, until the job begins to fit their personality needs. The result is that the organisation functions differently from the way designers of the structure envisaged (Sayles, 1966). It would be nice to think that this was always the case but unfortunately it is not always possible. The problem occurs when a person



finds himself in a job that he cannot squirm in to and demands are made of him that he is not personally capable of meeting. Once again, in the large organisation, role ambiguity and conflict are more likely to happen than in a smaller establishment and friction of one form or another is the result.

Suggested ways in which this friction can be reduced are numerous. Sayles and Strauss have put forward some ideas. First, the number of levels in the organisational hierarchy must be reduced even if the total number of employees remains the same. Secondly, improve the efficiency with which the immediate work group solves the difficult work flow problems of coordination and cooperation. Third, improve cooperation between groups within the organisation and lastly, "factor-in" the personality variable into the design of the jobs (Sayles, 1966).

Teachers identify very strongly with their profession; more than with their employer, the local education authority. They do however, identify with their boss or management and if there is friction or disrespect here, it is difficult to direct their professional energies in such a way that they 'mesh with larger organisational goals' (Sayles, 1966).

As organisations become bigger, the rules of the system become more frequent and (justifiably) petty. The role of the teacher in such a system takes on added meaning. He is not there merely to teach and administer to the needs of the pupils but to administer to the needs of the organisation. Schools resemble, in Johnson's view, so called total institutions, such as prisons and mental hospitals, in that one sub group of their clientele (the students) are involuntarily committed to the institution, whereas another sub group (the staff) has greater freedom of movement and, most important, has the ultimate freedom to leave the institution entirely (Jackson, 1968). Under these circumstances it is common for the more privileged group to guard the exits, either figuratively or literally. The responsibilities of teachers bear some

resemblance to the responsibilities of prison guards. That is, in many schools, a teacher is expected to patrol the halls etc (Johnson, 1970).

A natural progression of this, of course, is that the teachers themselves lose much of their freedom and become just as imprisoned as the pupils. As a 'guard', the teacher finds himself tending to the institution and maintaining its buildings as well as its internal processes. A smaller system tends not to have such bureaucracy and hence more personal relations can be built between student and teacher as can not between student and guard.

Many teachers believe that larger institutions are the product of progress but there are many who believe that they are the product of decline in the teaching profession; that they lose the personal touch that teaching was once all about. Spooner feels that low morale results from working for an institution that is thought to be in decline (Simon 1981). Morale can certainly be low in large schools purely because of this feeling of being a policeman, social worker, probation officer and prison guard; all occupations that teachers did not choose owing to their considered lack of close proximity to children in the role of building relationships.

The problems mentioned do not take into account the fact that the teacher has the main role of teaching and there are situations enough there to create friction and tension. However, it is important to realise that the stress situations found in the teaching profession go deeper than children, parents, curriculum, personality etc. Many tensions and frustrations can be caused purely and simply by working in the institution itself with our present day systems of organisation.

Greenfield, at the third International Programme on Educational Administration in 1974 summed up some very relevant points by asking, "Is it organisations which oppress and harass people or is it fallible people who fail to carry out the well intentioned aims of organisations?". A further question



could be whether it is better to abolish or reshape organisations, or to train people to recognise the goals of organisations more clearly and to serve them more faithfully. Our penchant for thinking about organisations as entities, as things with a life of their own, blinds us to their complexities and to the human actions which constitute the facade which we call organisations. Greenfield suggests that the more closely we look at organisations, the more likely we are to find expressions of diverse human meanings. Do we believe that we must change some abstract thing called 'organisations' or should we change the beliefs of people about what they should do and how they should behave with each other.

No organisation, however apparently bureaucratised, can continue to function unless non-bureaucratic elements are present. If organisations have goals to fulfil, so have the individual people who work within them. We return once again to the essential ingredient of organisations and the school as an organisation; the goals; the drives; the welfare of the people within its boundaries. As Hoyle has stated (Baron, 1969), a special administrative problem arises for the educational organisation because the goal of education is highly diffuse, and when translated into action gives rise to a number of difficulties. Firstly, certain educational goals are incompatible with others eg socialisation and selection, critical thinking and conformity. Secondly, there is a constant need to affirm the importance of goals over organisational imperatives, and where this is not possible the organisation becomes an end in itself and the goals are subverted.

As Levine and Scotch say, organisations are typically places that assume they know how to attain their goals, and consequently much of the work will inevitably go by routine. On the other hand, organisations always have unsolved problems and have need for creative original solutions (Levine, 1970). At the same time, precisely because organisations assume they have solved



most of the problems, they will not necessarily respond to creative and original solutions. Clegg had one point to make on this issue, "I sometimes think that many schools do what they do either because the external exams demand it or because it has always been done" (Clegg, 1980). Schools are indeed frequently accused of being too rigid and unbending and slaves to the examination system with the restraints it puts upon them. Simon and Taylor are clear on their thoughts towards this "The conventional liberal wisdom attempts to pick us off the horns of the dilemma through the pretence that education should have nothing to do with the work people are destined to do - education is for living not earning a living".

Although claimed with tongue in cheek, it is a view held by many teachers, that we are too exam bound in our approach and should cater to the 'diversity of the human spirit' more in our curriculum, both obvious and hidden. Wall considers that secondary education, whilst adapting itself to the needs and potentialities of each child, and consciously taking account of the cultural context from which its pupils come, has the task of preparing its pupils for a society changing more radically than ever before. "Thus though the school continues to be, as it has been, society's instrument for the transmission and preservation of culture, it has also dynamically and consciously to help shape the future" (Wall, 1955).

Charles Handy wondered when he researched into schools as organisations, how schools manage to "blend the traditional individualism of the professional with the needs of the very large systems in which they work'. Handy considers that the children are an important factor to bear in mind when considering the impact a school has. The vision of an institution which is presented to the young, with all the assumptions about authority, rules and roles; a vision which for many will be their only view of institutions is partly connected with the schools hidden curriculum. Handy wonders how schools

decide what their product should be and for what market place. Organisations, he feels, are living things, with their own history, traditions and environments and their own ability to shape their own destiny to a certain degree. However, they are at long last realising that it is possible and sensible to experiment in the design of organisations - social architecture. He considers that the secondary school seems afflicted by a sort of 'organisational schizophrenia'. He asks what a school is; is it a bureaucratic factory delivering goods or is it a collective of individuals, all professionals and each doing their own professional thing.

He sees many problems for the secondary school; the inheritance of managerial traditions, staffing ratios - all of which are appropriate to smaller and simpler places. "They are trying to run large and complex role cultures in their spare time. It can't be done - not with any hope of success." Something has to give and he believes it could be the teachers and the output of the school.

Wilkinson, an ex deputy headteacher, writing in the TES (24-8-84) feels he has the solution to the organisational problem. "If anyone wants to shuffle paper, draw up timetables, write letters, then OK let them be a clerical assistant on Scale 1. But keep the good teachers in the classroom on maximum pay." He worries too about the increase in power and influence of the governors and parent governors. Who should make the final decision, he asks. How do we ensure that professional choices are made by professionally competent people? Many teachers would share this opinion; that there are too many governors and parents who are in a position to make political decisions, based on flimsy evidence and information, decisions being made at too high a level by too many people who are totally inexperienced and qualified to know the effects of their decisions. They worry even more when they see the introduction in some schools of pupil governors - the possible outcomes of this issue are long debated.

When Margaret Thatcher was Secretary of State for Education, she made a speech at the North of England Conference which reads oddly today in the light of the increase in structure design from central government. "There are basically two attitudes to organisations," she suggested. "One is to build up a structure which you believe is right - it might perhaps be called the architectural approach - and oblige people to work within it. The other is to go for a network of living institutions - call it the organic approach - where there is room for adaptation and experiment. I am myself convinced that the organic approach is better." Educational leadership is not a matter of knowing best and telling people what to do. It is about persuading people that there are problems to be tackled and creating a climate in which they are eager to tackle them.

The recently altered routine of the teacher in the organisation will not necessarily return to normal when the dispute finishes. Many teachers have had a taste of freedom at lunchtime and have found it beneficial with startling results. Many are now loathed to give up their lunch times again.. ever. Even more so as classroom teachers with full timetables, clubs, activities after school and duties, see huge percentage rises going to the senior teachers who do the least teaching and duties. After all, 7% of £9,000 is £630; 7% of £15,000 is £1,050. The initial difference between the two is £6,420. A percentage increase always increases the pay differentiation between classroom teacher and management and it is this factor which causes frustration and the feeling of resentment; discrepancies hardly conducive to cooperation.

David George of Norfolk wrote to the TES (18-10-85) requesting that "we middle of the roaders stop being such conciliatory mugs. We have to learn to limit out own over-flexibility and selfless concession". Although such qualities, he admits are highly prized ethically, "they are a godsend for the



piranhas who feed on our altruism". He notes interestingly, and with good cause, that the public has not respected those teachers for their generosity but has actually demoted them in status over the years "just because of our apparent spinelessness in not fighting for our self respect in the same way as other workers".

Gordon Rock, a headteacher from Northampton reflects this attitude in the TES (18-10-85) and speaks of the raising of the school leaving age as one of the biggest insults ever paid to teachers. "Imagine a steel corporation which has developed processes enabling it to cope with 85% of all types of iron ore, and is still researching methods to extend its range even further. Then it is ordered by government to utilize all ores, however unsuitable for processing, at once; never mind if they wreck the furnaces and ruin all the steel." This is precisely what happened to the education system when the school leaving age was raised, so Rock considers.

The organisation of individual schools is usually renamed as climate, ethos or personality. The climates of schools differ enormously even in the same area and this is usually determined by the management, staff, catchment area and hence the type of youngsters attending the school. Organisations differ because the views held, and the experience of, the management teams differ. Head and deputies with experience in many schools often are more able to sift through the numerous techniques and to put into practice those items that they have seen to work in the past. Teachers, however, are at the mercy of the whims and fancies of management and are always the ones who have to put into practice, at all costs, these dictates. If the staff do not agree with the organisational network, then frustration and resentment will ensue.

## SUMMARY

The aims of the school as an organisation are not clear enough. Administrative functions are taking over as the real aim and the teacher feels

restraints constantly being made by the organisational function of the school. The timetable and the curriculum are expendable in the face of the importance of the administrative functions. The hidden curriculum is not being faced and the teacher is in the firing line when communications, paperwork and policies are being mis handled.

#### 4. The Effects of Management

All gregarious animals require a leader, or leaders, and man is no exception (Banks, 1961). A leader must have power but possession of power does not create a leader - however, it helps (Houghton, 1976). For Weber, bureaucracy is the most efficient means of exercising control and authority and realising goals in an organisation. The official operates impartially within a framework of law, his authority is that of his office, he is subordinate to his superiors and has authority over his subordinates by virtue of his office. It is clear that there are many bureaucratic pressures. Offices are ranked in order, with the superior, to a large degree responsible for the actions of the subordinates and there is at least some attempt to ensure that the most competent are promoted to the higher positions.

There is a need for balance, where the goals of the organisation and the individual are met by mutual respect and satisfaction. Otherwise, one will suffer and which is the most important? People are indispensable but the organisation is not. However, neither can function without the other and the link between the two component parts is the management team. Crockett feels that the manner in which they fulfil their management roles has tremendous impact upon the way the people they manage feel about their institutions and about society as a whole. Management in education is about leadership (although in some industries they are merely administrators), and Blau writes in 'Exchange and Power in Social Life' that leadership is the



fulcrum on which the demands of the individual and the demands of the organisation are balanced.

Sayles and Strauss suggest that, from a purely formal point of view, the manager receives his authority from above; from his superiors, who define his power and responsibilities (Sayles, 1966). Another view is that the manager receives much of his REAL authority from below; from his subordinates, and the statement of authority which he receives from above is merely a hunting licence; for in spite of his statement of formal powers, if his subordinates are not willing to obey him, then he has no real authority. After all, what is authority? Allen feels that authority is legitimised power, and that power refers to the ability to control the actions of others (Allen, 1968). Lord Acton said that "All power corrupts and absolute power corrupts absolutely". Banks and Hislop consider it fortunate that the various undertakings of the present century have become so large that control no longer rests with one individual but with a group of people, for the autocrat cannot escape from his human frailties (Banks, 1961). Unfortunately, schools do not necessarily come into this category; in too many schools one person has what is often considered to be too much power and too much control over the lives and careers of too many subordinates.

Power does not create a leader for the term 'leader' suggests someone who is followed. Power suggests force and no-one can lead by the use of force - leadership then becomes dictatorship. Many things other than power are required - initiative, integrity, mental stability and, above all, the ability to inspire confidence and personal respect. The ability to inspire affection does not seem necessary but being prepared to accept responsibility at all times is essential and only in this way may full confidence of the staff be achieved. Hence, as Wall states, all look to some kind of leadership by an individual or an elected group which will indicate the collective precautions and techniques to deal with threatening situations or to achieve the desired ends (Wall, 1955).



We must never lose sight of the fact that in teaching, management is closely aligned to administration and so when we talk of managers and management teams in education, the bulk of our referral is to the administrative side of the work. The test of the good administrator, according to Banks and Hislop is the ability to get things done and this is only possible, in the long run, when every member of the team feels that he is making a personal contribution. In order to achieve this feeling of worth people must have the skill, ability and aptitude for the work to be done and also the temperament which will enable them to settle comfortably into their own niche with the minimum interference in the affairs of others. There are too few people in the management of education who can fit these requirements adequately.

Banks feels that loyalty to a leader and confidence in him are the essence of 'good management', a term that has proved almost as difficult to define as the term stress. The obvious explanations have been covered but there are other, vague, ill defined terms such as stickability, capacity for sustained effort, reserve of courage when others falter, awareness, nous or common sense which enables a problem to be visualised as a whole and in connection with other on-going practices. A good manager has 'his finger on the button' and knows exactly when to press. Many educators would affirm that much depends upon the spirit and atmosphere of the school, upon the relationships among the staff and between them and the pupils than upon, as Wall considers, 'any declared philosophy or system of belief' (Wall, 1955).

Houghton, McHugh and Morgan feel that authority means the probability that a specific command will be obeyed. Such obedience may feed on diverse motives, it may be determined by sheer interest situation, or custom, or affection or, unfortunately, fear. A structure of power, however, if it were to rest on such foundations alone, would be relatively unstable. As a rule, both

rulers and ruled uphold the 'internalising power structure as legitimate by right, and usually the shattering of this belief in legitimacy has far reaching ramifications' (Houghton, 1976).

Wall considers that leadership comes to those who possess, in the eyes of the group, in a concentrated and well defined form, certain apparent qualities which themselves correspond to the values of the group, their aspirations and fears, both consciously held and unconsciously determined. If a management team does not hold the same values as its staff, the frictions will increase as neither side will be working to the same goals (Wall, 1955). Discrepancies such as this make the foundation for stress. Authority becomes a mockery. Johnson feels that the obligations of a position are the rights of a complementary position; the rights of a position are the obligations of a complementary position. In other words management must manage efficiently but can only manage subject to the approval of the staff. Hence the view of a headteacher must not necessarily be liked but must be respected. Since the leader and the led both control resources that the other wants, they both influence each other's behaviour, or should! The headteacher, however, has devious means at his disposal to influence the behaviour of his staff - the use of power then becomes the abuse of power. A headteacher can, in fact, dictate certain aspects of the teacher's behaviour by the utilisation of certain methods. As Homans puts it (1961), influence over others is purchased at the price of allowing ones self to be influenced by others.

Another respect of the saliency of educational decision, especially those to which the head makes an important contribution, is the size of the group that is now likely to be affected. Taking the simplest and most obvious case, a badly drawn timetable can cause greater and longer lasting chaos in a school of 2000 pupils than in one quarter of that size. In small schools the lines of communication are shorter and usually simpler, the opportunities for about



turns are greater and the visible signs of an impending breakdown are more obvious. In large scale schools the role of the head is also likely to be affected by the needs for certain kinds of decision making to be formalised and for administration responsibilities to be shared by a larger number of individuals. It is of interest that in some of the largest comprehensive schools it is the deputy head and bursar who carry the weight of day to day administration (Allen, 1968).

Sir Keith Joseph's announcement of the opening of a centre for education at Bristol as part of a scheme for providing nationally coordinated courses of management training for head teachers was welcomed by those who have argued for such courses for a long time. Secondary schools have large staffs of expensively trained, highly qualified professionals and they have capital investments of several millions of pounds; they employ people from many different unions; they provide an essential and valued service to the community. In the TES (6-9-83), Anthony Wood considered this new centre and remarked about the schools which would benefit. He states that 'to have them led, as they currently are, by dedicated men and women trained as teachers but not trained as managers, is wasteful and may well frustrate the attainment of the Nation's educational ends'.

Allen believes that the modern approach to leadership focuses on the behaviour of leaders and on the nature of the group to be led and the problems it faces (Allen, 1968). Leadership, therefore, is not a personal quality inherent in certain people. Leaders are distinguishable from non-leaders in personality, ability and background variables. A leader must have diagnostic skills to be aware that a given function is needed in the group and he must be capable of flexibilities in his behaviour in order to provide diverse types of behaviours that are required under different conditions.



Leadership does not mean routine role performance; it is the amount of influence a person exerts over and above the mechanical compliance with the routine directives of the organisation. More specifically, leadership constitutes an influence relationship between two or more persons who depend upon one another for the attainment of mutual goals within a group situation (Hollander and Julian, 1969).

Likert's principle of supportive relationships (Johnson, 1970) states that the leadership and other processes of the organisation must be such as to ensure a maximum probability that in all interactions and all relationships within the organisation each member will, in the light of his background, values and expectations, view the experience as supportive and one which builds and maintains his sense of worth and importance. Fiedler (Johnson, 1970) presents evidence that an overconsiderate, nondiscriminating supervisor is less effective than one who differentiates between competent and incompetent workers and who is critical of the latter. Many people in leadership positions turn out to be poor leaders because they are motivated primarily to have and use power rather than to improve the effectiveness of the group. In a democratic organisation and in organisations with a strong production emphasis, such leaders are usually replaced. In an organisation such as a school, which is not democratic and not production orientated, such leaders may be more difficult to replace.

Henri Fayol, a French industrialist, analysed qualities needed for success as a leader and he divided administration into various components such as organisation, command, coordination and control (Banks, 1961). He is usually credited also with 'planning', but in fact he used the word *prevoyance*, from *prevoir*, to foresee. It is this quality of foresight that marks off the really great administrator, the ability to weigh up the situation in the light of past experience; hence the need for adequate and accurate factual

information. In schools this information is collected and presented to the head by the deputies and here they play a vital role.

When policy has been determined it becomes necessary to ensure that an effective organisation exists to carry it out, subject always to sufficient central control being retained to ensure that any major departure from the original plan is referred back to the policy-making body for prior approval. The detailed execution of the plan is the function of management, once defined as 'getting things done through people'.

If we take a close look at industry and commerce, the chain of responsibility is recognisably similar in all large scale organisations. At the top are those people who make decisions by arriving at solutions, approving policy and ordering their execution. This may be one man or a group and can be given various names e.g. cabinet, council, board, team etc. At this level, three things are essential;

1. A constant flow of accurate information
2. Seeing the problem as a whole
3. Having sufficient confidence and courage to act, make a decision and leave others to carry them out.

As Banks explains, it is at this top level that human frailties first become manifest in the administrative machine. The two extremes of course are the 'herr direktor', unable to delegate and the ineffective, too small for the job. It is often said that a fundamental requirement for successful administration is organising ability 'of the highest order'. Some individuals do have the capacity for speed of perception and an agile mind, grasping the essentials of a problem but it is, as Banks says, intense application, the infinite capacity for taking pains allied to staying power over a long period of time that makes the difference.



The wayward, eccentric genius has no place in the modern administrative team except perhaps as an adviser. It is in the steady application of a soundly constructed, intelligent, and contented team that the secret of success lies (Banks, 1961). This can only be practised adequately if the administrative structure is designed for the purpose. It is absolutely essential to know WHO makes the wheels go round. In every organisation there is to be found a small handful of people who act as the driving force. This, in the school should be the management team of perhaps four people, three of whom are deputies.

The role of the deputy head in schools today lacks definition; there seems to be a vague air about his duties. The fundamental key to the role of the deputy head would seem to be delegation by the head, yet far too many heads have little or no capacity for delegation; nor inclination in some cases. While it is often argued that pressure of duty has brought the head to the point where he must delegate, an examination of these duties (as described by heads) indicates that clerical help is required, not the professional insight and competence of an experienced colleague. It is precisely this question that infuriates many teachers who, overworked and certainly under stress, watch highly paid deputies 'bogged down' with paper work that a clerical assistant could do for a quarter of the salary.

There are many definitions of the role of the deputy head but he requires no great teaching competence over and above that of his colleagues - his status and influence depends on his personality and skill in dealing with personal relationships within the school. This view would seem to support the idea that many people enter management in order to get away from the classroom.

Perhaps the deputy head should be called something else that does not suggest a watered down version of the head. As Allen points out, as a mere appendage or shadow aspect of the head, the deputy is hardly a leader. Placed



at the head of the informal system, in warm alliance with the head, he has a powerful role in his contribution to the social - psychological health of the organisation. Perhaps we should be aiming to break the monopoly of power that belongs solely to the head at the moment and to distribute functional power to several people, equally important but individually qualified for their particular area of responsibility. Perhaps we do not really need one person 'at the helm'.

The deputy head is classically poised between the head's study and the staffroom; an explanation as to why the deputy head is susceptible to stress. It is when heads see subordinate leadership roles merely as extensions of themselves that there arises this 'shadow aspect' of the deputy head's role and as a result, assistants are chosen for their technical competence and not for any power of taking the initiative or of making decisions, since this will not be expected of them. In many of our traditional schools, this is precisely the position facing the deputy head. Fortunately for the system, not all deputies fall into the category of the misplaced. There are many deputies who do an excellent job despite the restrictions placed upon them or the role conflicts that they face each day. The success of a department may turn, not on the chief on whom the limelight shines, but on the quiet, hard working deputy whose name is known only to a few. Many middle management and front line teachers see how much needs to be done without the boss knowing about it and the person that the teachers go to is the quiet, trusted deputy; the one who knows that various decisions are wrong but, through professionalism, must appear to be supportive to the head.

Richardson feels that the extent to which members of a staff group feel able to risk exposing the real problems will depend upon the quality of the leadership given by the headteacher (Richardson, 1977). It is true to say that headteachers are often perceived as tyrannical and, even if they consult their

Staffs, are suspected of paying lip service to the notion of consultation so that they can play the democratic game while keeping the reins of government firmly in their hands. Many people are equally critical of how headteachers have all too often failed to grasp the nettle of organisation and coordination that is required in the large school (Rudd and Wiseman; sources of dissatisfaction among a group of teachers. *British Journal of Educational Psychology*, Vol 32 1962).

The personality of the head is vital. As Ronald Kind points out, the headteacher is to a large extent responsible for devising and maintaining his school as a formal organisation and so, in a most revealing way, his school becomes the expression of his authority (Allen, 1968). A poor head lacks many qualities that we have insisted to be essential; he is unaware of much that goes on in his school because according to Alec Clegg, he is glued to his office desk and papers (Clegg, 1980). It is unfortunate that many heads know exactly what will befall them when they take up a position as headteacher. They know about the incessant paper work, are prepared for it and even say that they enjoy it. Why do they go into the teaching profession? Surely a career in commerce would suit them better. Or on the other hand is there some other reason why they feel the need to enter the headteacher situation - after all this is the only avenue for a dedicated teacher to take if he wishes to better himself financially. It would be interesting to see how many people in positions of management at the moment would have done so if the rewards in money and status could have been achieved by staying in the classroom. We FORCE good teachers into administrative jobs because of the structure of the salary scales.

Alec Clegg suggests that the good head is a person with unsentimental love of children who is specially concerned with the less fortunate. Winning over pupils and staff, kindling sparks in them, knowing the schools aims,

distinguishing between sterile and fruitful work; all these according to Clegg are vital. He can manage the administration of the school without foresaking the substance of headmastering for the shadow of management (Clegg, 1980). Clegg adds how 'human' the head should be; he quotes an example of a headteacher who claims it does the staff good to see him struggling with the difficult children in the fourth and fifth year.

Whether we consider management in terms of the head or the team of head and deputies, somewhere along the road of management, the handling of people must be taken into account. Personnel management is not a new idea but it is in school administration. Leadership includes functions other than those directly related to goal achievement; functions such as improving the stability of the group and ensuring the satisfaction of the individual members are also to be included, so Johnson claims (Johnson, 1970).

Sayles and Strauss attempt to show how different work in educational management is from speciality work such as engineering or finance. The engineer need never give a thought to the impact his maintenance programme will have on the 'personality' of his equipment. The accountant busies himself with tractable, obedient figures but the manager must keep himself constantly alert to the impact of his personnel administration on the employee as an individual and as a citizen - and he must understand the subtle relationships that prevail between corporate efficiency and employee satisfaction (Sayles, 1966).

This does not mean that the manager is there purely for the sake of his employees, he will not get along with every one of his subordinates and he is not trying to 'win a popularity contest'. Many teachers find that it is in this area of headteacher-staff relationships that a great deal of stress builds up. Stress in the form of resentment has a very wearing result. To witness 'favouritism' can be a powerful inducer of stress and it often happens.



Certainly the opposite occurs regularly – a headteacher can use his power and authority in order to make a teacher feel uncomfortable, unwanted and even fearful. He can also use (or should we say abuse) his power in order to stop a teacher's progress and promotion.

The reverse can occur, of course. A headteacher can be made to feel uncomfortable if his policies are against the requirements and opinions of the staff, especially with a new head in a well established staff. Unless a manager combines good informal personal relationships with good job-orientated relationships he will be judged a hypocrite, so Sayles and Strauss consider (Sayles, 1966). An effective manager 'makes the time to get to know his subordinates and to help them with their problems. It is interesting to note that in 1972, Buck observed that more job pressure was reported by workers who believed that their boss was lacking in consideration and did not wish to know of their problems, who seldom offered constructive criticism, and who constantly reminded his workers that he was boss (Dobson, 1982).

Packard goes to the extreme and suggests that people in management positions who 'get things done through people, by using motivational studies and psychological techniques can in fact be called "people shapers". He says that there are already a host of technologists in a variety of fields who qualify as people controllers or people shapers. They are becoming, he says, willingly or not, a new elite. Many work for institutions, a title often given to the school. Could we look at the management teams in schools in such a light? If we can then these people must be very powerful in their own way and need to be selected very carefully if this is the work they are doing. As Skinner believes, we have not yet seen what man can make of man. Indeed, behavioural psychologists believe that man is a mere reactor to prods from the environment (Packard, 1978).

This ties in with McGregor's theories regarding the beliefs and attitudes of leaders. Theory X suggests that the average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition and wants security above all. Theory Y feels that the average human being learns under appropriate conditions not only to accept but to seek responsibility; the expenditure of physical and mental effort in work is as natural as play or rest. Depending on what your view of the average human being is, X or Y, will determine what type of manager you will become (Houghton, 1976).

Sadler feels that there are four leadership styles; tells, sells, consults, joins. Indeed it has been shown that a degree of psycho-social distance leads to more effective leadership, with better role definition and emphasis on the job (Allen, 1968). Most teachers would prefer to work for a leader who is a mixture of all four but if one factor has to predominate, then most teachers would certainly NOT choose the two extremes; those of tells and joins. Teachers need to have confidence in their leader above all.

Eric Hoyle considers that the effectiveness of the chief executive is inversely proportional to the number of decisions he must personally make concerning the affairs of the organisation (Baron, 1969). It can be seen clearly that decision making is an instigator of stress. Janis and Mann suggest that major sources of stress in decision making include profound threats to the decions maker's social status and his self esteem. Banks and Hislop feel that possibly the greatest failing in an administrative head is the inability to make and enforce a decision, particularly if it is likely to be unpalatable (Banks, 1961). Hence a decision maker must be a person of real and wide experience who can fall back on a variety of situations that exist in his memory and that have served to make him a wiser person. A definition of a decision maker that requires particular attention appears in Public Administration, 1972 Vol. 50. It is worth repeating in detail;



A decision maker envisages an action being carried out. Once his resolve has formed, he envisages a penalty to be attached to a change. Decision making is a purposive act, intended to achieve a desired outcome, and this too is necessarily envisaged by the decision maker. It follows that also envisaged by him, whether implicitly or explicitly, will be relationships between action and outcome. All these conceptions that the decision maker has in his mind will eventually be seen in juxtaposition; they will be the components of a mental picture, a picture that we shall refer to as an 'action scheme'. The concept of the scheme has been found to be useful in understanding how past experiences predispose an organism to behave in certain ways rather than others. The scheme that someone uses when faced with a new situation provides him with preconceptions and expectations; it determines what features of the new situation register with him, and what interpretations he puts on what he registers. Thus new experience and old are fitted together and provide him with a new scheme, an active and self-consistent organisation of old and new information (Houghton, 1976). It is more likely that this experienced person will make the right decision. It may not always be the most popular decision but as we have already seen, this is not the major criteria for success. When an administrative act can be seen to be well grounded and supported by sufficient reason, it will stand up to the most vigorous attacks (Banks, 1961). The mystique of school leadership implies responsible decision-making action from its top positions; whereas all too often the deputy is simply the carrier of the head's instructions to the staff. Branton has pointed out that conventional delegation creates a relationship of dependence: the subordinate tending to cast himself in the same mould as the chief, who expects him to do this. This adds weight to the earlier comments regarding the misuse of the deputy head's position and reinforces the accusation that a deputy headship is not a skillful job in practice. It suggests that the only person who makes any relevant decisions is the headteacher.



Kurt Lewin, the great pioneer who first envisaged an analysis of decision making in terms of psychological conflict, called attention to the lack of objective standards for appraising alternative courses of action, which heightens over-susceptibility to the influence of social pressures and other sources of erroneous judgements (1974). Lewin considered man as a reluctant decision maker "beset by conflicts, doubts and worries". He considers that we seek relief and ways out of making decisions through procrastination, rationalising or denying responsibility for our own choices. An exception to this norm is a rare thing and only this type of person will make the really successful administrator. Defensive avoidance in the form of buck passing and bolstering is a common occurrence in modern organisations, so Janis and Mann feel. They define bolstering as an umbrella term that includes a number of different psychological tactics that contribute to creating and maintaining the decision makers image of a successful outcome with high gains and tolerable losses;

Exaggerating favourable consequences

Minimizing unfavourable consequences

Denying aversive feelings (It's a challenge)

Exaggerating the remoteness of the action commitment

Minimizing social surveillance (No one will know)

Minimizing personal responsibility (I had no choice) (Janis, 1977)

The administrator who does not need to fall back on these defences is a rare animal. Banks and Hislop have done considerable work on what they call the 'administrative machine' and they classify this human machine into three categories of weakness;

The one who is not quite large enough for the job, cannot bring himself to trust others for he does not wholly trust himself.

The ineffectual individual who is too small for the job.

The egotist who feels that he is too big for the job.

The former is the biggest danger; not only to others but to himself. His meticulous attention to detail may induce a state of anxiety in those around him but, more important, it produces a certain effect on himself, often in the form of stress diseases (Banks, 1961).

Sayles and Strauss also refer to the importance of delegation for the healthy mental environment of the administrator and his subordinates. They claim that the manager who delegates is interested primarily with results, and he permits his subordinates to work out the details for themselves. He sets goals, tells his subordinates what he wants accomplished, fixes the limits within which they can work... and lets them get on with it (6). This is fine, if he can depend on the outcome of their efforts to be in line with what he wants. Hence the need for perfect selection of head and deputy who would be working out the details.

The human relations approach as it is often called has been subjected to strong attacks from those who feel that by putting people and their emotional needs first, efficiency and productivity suffer. They feel that many disastrous mistakes are made with the best of intentions. The Harvard Business Review states (Sayles, 1966) that management's job is to get the work done and to let employees worry about themselves. In the process of coddling people, it claims, it (management) has lost sight of its major objectives - getting work done.

One of the disadvantages of increasing administrative responsibility is that of increased loneliness. There is some resemblance between the successful administrator and the mountaineer. Both must, of necessity, be good climbers, and the higher they go the fewer in number become their companions, until they reach the cold and solitary summit (Banks, 1961).

Unfortunately, many managers begin this climb unable to relinquish their dependence on other people for comfort and companionship, support and



loyalty, and this is a trap that many would-be managers fall into. For an administrator to give his whole confidence to one person is to invite trouble. The potential manager, therefore, should take things into consideration before he commits himself to a career in school administration. The qualities required are diverse and, quite often, conflicting; the manager must not be too familiar with any of his staff and yet he must be very approachable - it is difficult to reach the happy medium.

Firmness and fairness with flexibility sound an odd combination of qualities but they are both required. The courage to adhere to an unpopular course or decision, if it is the right one, must be allied with the ability to adapt quickly to a changed set of circumstances. He must also have the courage to back down when he knows he is in the wrong.

Perhaps the most cherished virtue of the competent administrator and one which can continually be cultivated, is self control, for without this it would be impossible to coordinate the activities of the team on whose efforts success in any enterprise depends. Self control is a fundamental requirement of a teacher, let alone an administrator and so any teacher who becomes a manager should have already proved his capabilities in this direction. However it is disturbing to witness how many teachers do not possess this basic quality of self control; even more so when such a person is given a post in a management team as promotion because they are unable to cope with pupils at a basic level. The inability to have self control is too often 'rewarded' by a removal from the timetable or removal to another school on a higher salary. The person is given an administrative function as this requires less contact with pupils and hence less need for self control. We are guilty of not promoting good teachers and promoting those unable to cope; the 'kicking upstairs' syndrome is very much in existence.



The genius of administration, according to Nolte (1966) lies in the endless process of diagnosing, defining, classifying and interpreting roles, in the context of an intimate knowledge of the personalities of a large and varied staff. He adds that it is a competency which requires to be based on a clear understanding of the social and educational goals of the institution, a thorough analysis of the job to be done, and a perceptive awareness of the interests, skills and idiosyncrasies of the staff (Houghton, 1976). No one can disagree that the task of the administrator in the school is to bring people and organisations together in a 'fruitful and satisfying union', say Houghton, McHugh and Morgan. They claim, rightly, that the administrator mediates between different bodies of people (staff, parents, governors etc) and the organisation itself (the LEA, the aims, the timetable etc) and the task of meeting the demands of all interested parties is a daunting one. The emerging science of organisations, administrative studies, personnel management etc., are all there to help the manager but few potential or existing managers have access to them in an organised fashion. This situation must change if we are to have, at the head of our schools, people who are as competent with administrative duties as they are with the handling of people and problems. This race of super-administrator must be trained; they will not emerge on their own.

Many teachers believe that the task of the management team is never completely fulfilled and will not be until organisation theory is introduced into educational administration in its complete sense. The management team should, they feel, be people of extraordinary qualities, as according to Baron, the administration of education embraces the activities of Parliament at one end of the scale and the activities of any home with children or students at the other (Baron, 1969). As schools get bigger, it is more likely that this person will have less and less to do with the actual teaching role. This has been in

effect for many years. The 'non teaching head' is a common occurrence and has even extended in a lot of schools into the 'non teaching deputy head' in order to keep up to date with the administration functions of the school. This ostensible separation of the teaching and the administrative functions was formalised in the middle of the last century, when the public schools commissioners placed in the hands of the headteacher all matters relating to the internal organisation and discipline of his school (Baron, 1969).

The common view in organisational studies hold that people 'occupy organisations in somewhat the same way as they inhabit houses. The tenants may change but, apart from wear and tear, the basic structure remains, and in some way shapes the behaviour of people within' (Houghton, 1976). It appears important that the person in charge of a school should be completely committed to what he is doing otherwise the conflicts of the administrator and the organisation will become too much and one, or both, will suffer. Without an understanding of these occupants, the leader will achieve nothing. We include here, of course, all occupants - teachers and pupils. A mastery of educational psychology and behavioural science is often overlooked as a requirement for a manager of a school.

Is the natural progression from deputy head to headship the correct thing? Perhaps we should be looking for entirely different types of personality and expertise in the two jobs; types that can not come from the same person and therefore can not be looked at as one being a promotion from the other.

It is interesting to note that many teachers feel that the two jobs of head and deputy are SO different that the functions of management should be split between 'board' or 'council' with no one person in overall charge. Others feel that the majority of work undertaken by the deputy could be better covered by a well qualified Bursar and, by reducing the pressures of paper work and day to day administration, fewer deputies would be needed in a



school and their role would automatically be better defined and less conflicts would occur. Burnham's paper on the deputy head develops the interesting view that the essential function of a deputy is that of human relations expert within the school. His function, as Burnham sees, is to act as a mediator and conciliator, to encourage and support both the teachers and the head; reduce friction and tension; be an agent of communication between the head and the staff; represent such values as equality, consideration, security and friendliness. In Burnham's view, it is on the deputy head's personality rather than any great teaching competence that his influence depends (Allen, 1968).

This previous discussion has attempted to show clearly that the effects of management in education on teachers and pupils warrants a closer inspection. It is an area where stress can build up very quickly both on the part of the manager himself and on the part of the teachers concerned in his school. The study of the role of management can not be done without looking at the effects of poor management because it is in this area where we find teachers, pupils, parents and indeed management at odds with each other. It is essential that the manager knows what his job is; it is essential that teachers know what his job is etc. Without clear, defined areas of responsibility, then role conflict appears.

The decisions of relatively few people can produce severe stress situations for hundreds of others and so, according to Packer, 'awareness of what certain decisions involve in terms of human happiness or anxiety is essential if unnecessary stress situations are to be avoided' (Packer, 1974). The work and ability of the management team can lessen or increase both environmental and social stress in their staff. They must be aware of it and trained to handle it.

One of the most interesting and exciting publications in the field of educational management has come from a business angle - from a person



totally unconnected with the field of education. Professor Charles Handy of the London Business School was asked by the Schools Council to look at and investigate the purpose and planning in schools. His research, entitled "Taken for granted? Understanding schools as organisations", takes an unbiased view of schools and their management and attempts to constructively criticise the system, its workforce and its administration with a particular look at the management techniques it employs. He further outlines his suggestions for updated techniques and changes that would be appropriate for our modern schools, modern pupils and changing society.

He admits that they are to start with 'organisations of professionals who, in the manner of professionals, like to manage themselves'. Modern businesses are moving away from hierarchies to networks in response to the need for more flexibility and in order to give more room to the individual. Schools today are moving to the industrial structures that are already out of date. They are diversifying their senior management teams and making them larger - more managers can do more managing is the idea. Business however is realising the limitations of this concept. In the view taken by Handy, it is the task of management to 'gather the cultural forces of the school together, using the strengths of each in the right places'.

Problems bearing down on school management at the moment include, according to Handy, no time for management. He noted an absence of offices other than for the head, deputies and secretaries - the professionals are in classrooms and their offices are wherever their desk is. The secondary school never allows the head to be a leader because there is no time for this. We have the ironic situation, he says, of senior teachers arranging bus timetables, trips and layouts of examination halls - things that in any other organisation would be the task of an administrative assistant.

Professor Handy gave 'too many purposes' as another real problem. We can make education include almost anything we want and schools can end up as the melting pot of society's expectations - a heavy burden for the manager to carry. Success ultimately becomes a matter of 'effectively not failing'. Handy reports that when a teacher says 'I managed today' he really means 'I coped today'.

Henry Mintzberg in *The Nature of Managerial Work*, 1973, considered senior management in the following light; figurehead, liaison and leader, monitor, disseminator and spokesman, entrepreneur, disturbance handler, resource allocator and negotiator. Handy reinforces these diverse criteria when he talks of managing as an untidy, fragmented business and even suggests that many teachers lack the 'touch of ruthlessness and impatience that a manager needs if the job is to be done at all'. This ruthless attitude enables the greater good of the greater number to be achieved if at the cost of the minority. The promotion structure imposed by Burnham makes it implicit that the managers in a school will be drawn from the senior teachers, yet the qualities that make a good teacher may not be those that are best suited to the manager, quotes Handy.

He proposes, as many teachers are now doing, that professionals need both leadership and administration in their organisations; the leader should be a professional but the administration should be done by a lay person. A deputy head in many secondary schools is, in fact, a rather expensive and under trained bursar. In our schools, leadership is a part time function, allowing the teacher to be a performing professional as well. Administration is a full time role, or should be; especially with the introduction of the computer to assist with the day to day activities of the school. The computer is to the school management teams what the robot was to the car industry. The individual cannot perform two aspects at the same time; leader and administrator - to



attempt to mix the two is a dangerous venture and something must suffer. Managers must manage, not become bogged down with the paper work. They must have overall sight of what is going on in order to make assessments and decisions; time to think, consult, find out and act; leaving the data to someone trained for the purpose.

To quote Handy, "Administration is an unfilled vacuum; it sucks in all the available energy. Leaders get sucked into it, leaving leadership functions in abeyance. Schools should tend to the administration and then get on with leading".

The head must be able to make sound judgements in an unbiased way, sentiment must not interfere with his decisions about his personnel. At the moment, headteachers have been known to allow the trouble maker or the inefficient teacher to go through his career unscathed; in fact the inefficient teacher can often be promoted in order to rid the school of an incompetent or an undesirable element. Banks and Hislop tell of a senior official in one large service who boasted that he had arrived at his present position by being 'kicked upstairs' every time he made himself awkward. Many people in schools have arrived at their exalted positions because of headteachers wanting to get rid of them from their schools or from a certain sector of the timetable.

The incidents of being kicked upstairs are growing and the assessment of teachers at all levels should go some way to alleviating this situation. These people can go all the way to the top on hypocritical references reflecting abilities they do not have and saddling another school with a member of staff who does not have the capabilities for management. If education had the courage and the channels to rid itself of such people the professional standing of the work would increase. It takes the ruthlessness that Handy suggests to attain this - courage to tend to the welfare of the majority would be at the expense of popularity and few headteachers are prepared to risk this.



There are many people in the education service who feel that the idea of accountability and assessment does not go far enough and should include those people right at the top, including heads. Peter Salt, lecturer at Bath College in the TES (7-6-85) said it is vital that any assessment of teachers be carried out competently and fairly and so, bearing in mind the old Chinese proverb, "a fish never goes bad from the tail", he suggests the following order of categories to be assessed; HMI, LEA inspector and advisor, university professor, lecturers concerned with teacher training, headteachers, deputy heads, senior teachers, heads of department, classroom teachers. He adds that "Such thoroughly vetted groups should have no difficulty dealing with any problems that might occur among the rank and file of teachers". In his experience he says, if things are right at the top, there will be very few problems further down the line.

A comparative study of the system in Hungary shows some interesting ideas. Patricia Rowan in the TES (21-12-84) reported on an interview with Dr Bela Kopeczy, the Minister for Education in Hungary. Assessment seems to be part of the Hungarian way of life. Not only are the local inspectors all former teachers, but they remain part-time teachers for 4 to 10 periods a week, each attached to their own school and earning a measure of respect for keeping in touch with the classroom. This is the argument against making the head a completely non-teaching manager - he would be away from the classroom and the difficulties borne by the teachers in their normal duties. Perhaps if the administrative duties were removed, this would leave more time to become more involved in the classroom areas. The ruthlessness may then be replaced by an 'approachable but determined' streak.

Local authorities have attributed the decline in the promotion of women heads to a lack of ambition to tackle the more demanding areas of headship. A lack of confidence has been one of the greatest drawbacks for them, it is

claimed. Hilary Wilce in the TES (29-7-83) reported on a survey that has confirmed that the number of women secondary heads in England and Wales is disproportionately low and dropping. According to the survey, the proportion of headships filled by women had dropped from 25% to 16% over the past twenty years. The results are interesting. Among the 86 LEAs who responded, eight had no women heads at all and in another 29 less than 10% of the heads were women.

Although the reasons put forward by the local authorities include such items as mobility difficulties for those with families, interruptions to careers to have children and this lack of confidence, the Womens National Commission gives other possible reasons for the situation. They put forward such items as lack of encouragement and training, false images of the appropriate role for women in schools and prejudice shown by selectors. Mrs Phyllis Taylor, a former headteacher said that selection panels concentrate unduly on whether a woman candidate was of child bearing age or menopausal. Yet, she said, it is vital that girls should be able to see women in senior positions. Examples have been quoted of no job description obtainable other than from the head verbally. Tribunals have found that at times different job descriptions have been given to men than to women for the same post.

## SUMMARY

The French word 'PUISSANCE' is being used to try and explain that intangible attribute of the good manager - that which affects the behaviour of people or groups, causing them either to persist in or change their behaviour; it can therefore take the form either of influence or of control. Coercive power is used to control behaviour: it is backed by sanctions which may or may not be legitimate. One distinction between power and authority, as we have seen, lies in the attitudes of those over whom it is exerted; authority is



exercised over those who to a certain degree assent to it, power may be exercised in the teeth of objections of those to whom it applies. As Musgrove said, power is personal, authority is social.

The personality, attitudes and intellect of the manager is crucial. Hicks describes the effects of leadership on an organisation as comparable to the effects of an electron entering an atom. An electron with low energy (velocity) will merely be absorbed without changing the atom. An electron with high energy will, however, explode or significantly change the atom. In some schools, a significant change is exactly what is needed to bring about the increase in enthusiasm and renewed motivation of the staff but a low energy management team, ineffective and unrespected can be disastrous to all concerned. Selection of the right calibre of person to these leading roles is therefore of fundamental importance.

## **5. The Self Concept**

The term self concept is almost as difficult to define as the term stress in the sense that it is elusive and encompasses many factors. At best, we can describe it as the way a person feels about himself, his self opinion, his self esteem, his self regard and his self image. At worst, we can call it the personality but, as Vernon tells us, 'the effective self should not be confused with personality' for it is the self that determines the personality. As the personality is what we see and have to deal with it is essential that the self concept be a good one as it is the 'self's outlet', in the form of personality, that we encounter everyday in our friends and colleagues. Burns considers that an individual may have a positive or negative self concept and the former depends to a large degree on possession of "well grounded feelings of acceptance, competence and worth".

Burns also considers that the self is a critical part of reality, "because self actualising people tend to know themselves better and to be more accepting of what they are". Such people, he says, are freer from the defences and perceptual distortions that tend to thwart effective behaviour in less healthy people (Burns, 1982). Ziller claims that self esteem is usually defined as the individual's perception of his worth (Ziller, 1973). The evaluation of the self, however, is presumed to evolve within a social context of significant other people. Through this process of social comparison, he claims, regarding the attitudes and abilities of the self and others, the meaning of the self emerges.

Self consists of all the permutations and integrations of a person's experiences and potentials. At any point in time, a person can perceive and evaluate only a small part of all that he can conceive himself to be. "To assume that each individual can, at any given time in his life, perceive his entirety of self meaning is more than an anomaly, it is an impossibility" (Horrocks, 1971). Skinner stated that "a person is not an originating agent; he is a locus, a point at which many genetic and environmental conditions come together in a joint effect". He feels that there is no such thing as the self. Erving Goffman, however, distinguishes three analytically separable aspects of the self – self as performer, self as audience to that performer, and self as the character performed (Mischel, 1977).

To the individual, the self concept can be seen as how one feels about the person as it has developed, how we react, how we cope and how we handle the day to day situations that life throws at us. Whether the self is perceived in a healthy or unhealthy manner can be determined by the way the person sees the environment, what past experiences he has had and whether they have been good or bad ones.



The self concept then is tied up most vigorously with life experiences, attitudes and their development, perception and education. It has much to do with what a person expects to happen in a given situation, how he views the possible outcome of an event or a decision that he may make. Expectation has strong undertones in the field of psychology, especially when we view the work of Selye and Lazarus who both consider the expectation principles to have very deep meanings in the way we see a situation and how we react to it. As a result, the self concept can be closely linked with the coping mechanisms that we all use from time to time.

We can hide our true self from many people but we can not hide it from ourselves because the self concept controls our opinions, attitudes and, as we have stated, how we behave through our personality. We can convince others that everything is fine or that we have a predisposition to certain behaviours and attitudes but we are only fooling them (and only for a short while) for the self is too powerful to be thwarted for long. It will eventually come to the surface even if this is in the form of making the individual ill as a reaction to this pushing down process.

Burns considers that the self has four basic characteristics, based on Roger's theories and they are;

1. It strives for consistency
2. It causes the person to behave in ways consistent with it
3. It denies or distorts experiences which are perceived as threats
4. It can change as a result of learning. (Burns, 1979)

Hence the self concept is formed by a trial and error learning process by which values, attitudes, roles and identities are learned. The self accepting person views the world as a more congenial place than the self rejector and is less defensive towards others and about himself because of it (Burns, 1982).

The self develops over many years; from childhood. We face experiences and develop methods of responding to them and these responses are learned either by guidance from parents and peers or from our own observations about what creates a favourable outcome in a given situation. If we react badly, we know what NOT to do next time. A successful outcome will reinforce that response; an unsuccessful outcome will serve to diminish that response. As Burns notes, the self concept becomes a continuing, organismic valuing process; no longer static but able to readjust and develop as new experiences are integrated. It then becomes based in genuine experience, open and sensitive to inner feelings, to the feelings of others and to the realities of the environment (Burns, 1979).

The aim of the self concept is to release the potential of the individual so that psychological maturity becomes a state in which experience is engulfed into a developing and ongoing self concept capable of enrichment and thus the process of self actualisation is developed. As a result of these learned responses and exposure to life experiences, the individual builds up a picture of himself and develops fears, preferences, attitudes and prejudices for all aspects of life. He learns and appreciates what his capabilities are and has the ability, over a period of growth, to know his limitations. He will thus automatically avoid certain situations that he knows will cause problems and will seek those situations that he requires to reinforce those aspects of self that create a feeling of worth.

While self concepts change and are reintegrated during adolescence, a tendency toward establishing self meaning becomes increasingly strong in later years by the structuring of identities into a flexible hierarchy. This is particularly evident, says Horrocks and Jackson, when the manifestation of self-hypothesis has been satisfactorily met in roles and is resubstantiated by interactive experiences, offering a satisfactory self view in which the individual has confidence (Horrocks, 1971).

This progress towards self development is creating an environment in which one is successfully affiliated with a group and where the occasion for negatively reinforced behaviour rarely arises. Mischel believes that it is an analysis of the contingencies of survival and reinforcement that are manifest in the functional adaptation of any organism, including the human, to its environment (Mischel, 1977).

Ziller adds that the person with high self esteem is "somewhat insulated from moment to moment changes in the environment, whereas the person with low self esteem is particularly subject to environmental contingencies, either positive or negative and is inclined toward inconsistency" (Ziller, 1973). Once developed, the self concept tends to mediate stimulus and response much as a lens might mediate the perception of objects. As a result, the self appears to be moderately resistant to change, and the more that a person accepts himself, the less he is threatened by the experience of being known by others. In fact, as Burns points out, people high in their own estimation approach tasks and people with the expectation that they will be well received and successful. "While feeling worthless is not the same as being worthless, its impact on behaviour is often the same" (Burns, 1982).

Jones's research indicates one major consequence of self evaluation and feelings of worth. He states that "an individual who receives many positive evaluations at a particular task is more likely to attempt future performances than an individual who receives many negative evaluations" (Webster, 1974). This suggests that one consequence of a high self evaluation may be an increased willingness to perform in the future and, by extension, that a consequence of a low self evaluation may be a decreased willingness to perform such tasks.

To be mature, says Mischel, is to be free from psychological troubles and to have a cohesive, well integrated self. "To suffer from psychological



immaturities (or difficulties in the area of self knowledge) is to have a fragile, fragmented and/or incompletely cohesive self." (Mischel, 1977). This is an area of great relevance to the career span of a teacher.

M.J. Langerveld (Life as an adult in the perspective; International Round Table of Education and Vocational Guidance 1970), suggested that mental health and maturity were inevitably intertwined, giving six criteria by which mental health could be measured; responsibility, competence and willingness to carry out tasks, self correction, self knowledge, commonsense and self reliance. He also considered it necessary to note the importance of socialisation and the development of self identity since distortions in these areas may have importance in the genesis, development and handling of psychiatric disorders.

As the self concept develops, through a natural maturation process, the individual comes to know what to expect from himself; he has a vision of what he is like as a person and has an ideal image that he constantly attempts to maintain. Much of this image is connected with the way we think we look. It has been found that people who are unhappy with their appearance and physique often have poor self concepts. Physical appearance, as Burns points out, is a very potent agent for attracting particular social responses and this feedback can create the way a person feels about himself (Burns, 1982). Many people who know that they lack physical features that they would wish to have, turn to other areas in which they can 'excel', thus substituting physical attraction for qualifications, expertise in particular fields of study and mastership of specific disciplines. We can see this even in the child; the athletic, popular child set against the bookworm. This carries on in adulthood and most people develop a healthy self concept by this acceptance of what they are and what they may never become. Burns concludes that "physical body is the most public display of the person" (Burns, 1982).

It is interesting to see how low on the list of priorities the self actualising principles come. Maslow considers the rank order of individual needs to be as follows;

Physical well being (food, water)

Safety

Social satisfaction

Esteem

Self actualisation

If we look at the way in which the body is 'designed' in terms of the self regulating process beyond our control, we can understand why the order is such. The body is built to react to hunger and thirst as its major considerations. Safety will be ignored if the body is hungry. If, however, these basic requirements for physical well being are satisfied, the person will endeavour to satisfy the need for companionship and socialisation. Self esteem and self actualisation come low on the list, after the other needs have been tended to. However, in a society where these basic needs are accepted and taken for granted, the individual has high on his list those areas that tend to the self. Maslow describes the self actualising process as 'the desire to become more and more what one is and to become everything one is capable of becoming' (Levine, 1970).

When mature, we have developed the methods of satisfying the main bodily needs and are able to concentrate on the lower needs concerning the self and its well being. Levine and Scotch feel that being mature in a complete sense means taking care of the need to actualise one's self through creativeness, autonomy, the use of discretion, independence and thus to express one's unique personality with freedom. The attempt on the part of an individual to express his unique personality runs into severe opposition from many of the facets of life; in particular those of working in large organisations

for they seek to reduce discretion and creativity; they seek to control and direct behaviour.

Needs continue to press for satisfaction and the attempt to frustrate them will produce 'various pathological reactions' (Levine, 1970). These reactions can take the form of fight, withdrawal and psychosomatic illnesses. A great battle between organisations and individuals occurs in order to get the latter to alter his personality but needs are unalterable, say Levine and Scotch, and so the person usually fights or collapses under the pressure. This collapse can take many forms depending on the individual concerned and can range from becoming uncooperative to sullen or ill or simply withdrawn and pliable. Mussen, Conger and Kagan describe those whose self image has been damaged as being "likely to live in the shadows of social groups, listening rather than participating, and preferring the solitude of withdrawal above the interchange of participation" (Mussen, 1979).

The maintenance of a healthy self concept is a dynamic, on going function; it requires much psychic energy and constant adaptation by the individual; quite a tiring process if the self concept is built on flimsy ground. Stellman and Daum talk of one theory that each time the body undergoes a stress reaction, it uses up life energy. Some scientists believe that this body energy is not replaceable once it is used up and suggest that each individual is born with a set supply. This reserve has been called 'adaptation energy'. The overuse of this psychic energy or adaptation energy brings forth premature ageing and illness in their view and if this is truly the case, then we should all look to ways of reducing the stress reactions we may make over and above normal limits. In fact, Selye has proposed that facing undue stress in our working lives is an insult to the human spirit, claiming that "people should not have stress imposed upon them at work but should have the option of choosing their form of stress" (Stellman, 1973).



As we develop our self concept over the years so too we develop ways of maintaining it at the level we feel comfortable with and the mechanisms we create to preserve it are numerous. We justify things to ourselves, we blame others for mistakes, we hide from reality and we create, often unconsciously, illness so that we may avoid facing a situation that we are not sure we can handle. Forms of avoidance such as 'having to do something else' at a vital time enable the person to escape from unpleasant and threatening situations. We make excuses to others and ourselves but as we have already seen, we can fool part of ourselves but not the deeper self that is all seeing and all knowing. Such behaviours are described and explained by Rogers when he offers eight insights into the self and its resulting behaviour patterns;

1. Behaviour is the product of one's perceptions
2. These perceptions are phenomenological rather than 'real'
3. Perceptions have to be related to the existing organisation of the field, the pivotal point of which is the self concept
4. The self concept is both a percept and a concept round which gather values introjected from the cultural pattern
5. Behaviour is then regulated by the self concept
6. The self concept is relatively consistent through time and situation, and produces relatively consistent behaviour patterns
7. Defence strategies are utilised to prevent incongruities occurring between experience and the cognised self concept
8. There is one basic drive, that of self actualisation (Burns, 1979).

As Laing succinctly puts it, we learn to be whom we are told we are (Laing, 1969). The importance of the role that others play in the development, maintenance and readjustment of the self concept is often undervalued. Mischel states that self knowledge, the process of conceptualising oneself, may be moulded not only by direct communication from others and through

self labelling but also by observations of other persons which have implications for self labelling (Mischel, 1977). He considers that as the messages received from others concerning one's worth are varied, one's concept of self (along with their valuational associations) may be changed. Self esteem may thus be regarded, he claims, not as an enduring sub stratum of experience but as "inextricably linked to the social context and fully dependent on it for strength" (Mischel, 1977).

We cannot give an undistorted account of the individual without giving an account of his relation with others. Even an account of one person cannot afford to forget that each person is always ACTING upon other and ACTED UPON by others. Laing believes that "no one acts or experiences in a vacuum" (Laing, 1969). Discrepancies can arise, and often do, when our view of ourselves differs from that held by others; we can give the wrong impression or we are unaware that we offend or are inferior in some way. We can often fool other people by the devices we employ but when people have known us for a reasonably long period of time, we can no longer fool them. A lack of respect from others is a very damaging force to the self as we are constantly in need of reinforcement from other people, particularly if they are in some way significant to us. As Burnham stated, as each person occupying a position brings his own personality to bear on the role, actual role performance may be thought of as a fusion of role expectations and the self. Hence, while 'what one is expected to do is prescribed', 'how' one actually plays the role will be distinguished by personal nuances (Houghton, 1976).

Johnson has an interesting view of the importance of the self concept for personality by saying that unless a person is aware of how his behaviour comes across to others he will not know how 'competent' his interpersonal behaviour really is (Johnson, 1970). Burns adds that the self concept is forged out of the influences exerted on the individual from outside, particularly from people

who are significant others (Burns, 1982). This view is also held by Spielberger who assumes that discrepancies between the self, as perceived, and perceptions of reality, which cannot be ignored, generate tension and it is this tension which provides the basis for anxiety (Spielberger, 1972). Rogers also suggests that anxiety is an awareness of a discrepancy between the self concept and reality and, at a more profound level, as a disintegration of the self concept. In fact Rogers believes that anxiety itself is experienced when the individual perceives something that is a threat to his self concept. It appears plausible then that a person who has a low self concept, low self esteem or low acceptance of the self will find it difficult to relate in most ways to others.

The role that these significant others plays is indisputable, according to many psychologists. Horrocks and Jackson believe that the individual is most favourably inclined toward those people who confirm his own self conception, and he is eager that those he likes or admires see him in a favourable light (Horrocks, 1971). As Wursten (1961) notes, we want to be esteemed most by those we esteem most highly; when significant others' conceptions are unfavourable, we tend to reanalyse our existing self concepts even though such reanalysis may be painful and, in some cases, vigorously resisted.

The process of evaluation, Wursten states, becomes reflexive; one becomes able to evaluate, and act toward one's person in the same manner one acts towards others, and by the way others act towards one (Horrocks, 1971). Gergen feels that high self esteem people tend to be more powerful in social relationships; they attempt more to influence others and they are less susceptible to other's attempts to influence them (Gergen, 1971). He states that the resulting concepts of self are multiple and often inconsistent. Concepts, particularly self concepts, "play a crucial role in orienting the individual to the world around him and in enabling him to increase his rewards and avoid punishments" (Gergen, 1971).



While tradition emphasises personal identity as a unified core of self relevant experience which provides an essential criterion for conduct across time and circumstances, there is little reason, so Mischel thinks to suspect such a core from the socio-cognitive standpoint. Rather, it appears that the individual harbours a "multitude of self relevant concepts, many of which are inconsistent if not diametrically opposed" (Mischel, 1977). Thus, the same experience of self may be coded differently from one situation to the next, or different self experiences may be "conceptualised as similar". In this sense the person may feel at one moment that he is truly sensitive as a person but at another that he is selfish and belligerent with other people. As Mischel describes, "he may feel that each of these concepts of self is truly correct and experience full authenticity in each case" (Mischel, 1977).

Mead hinted at the idea that the individual may be thought of as having several selves and that these selves vary with the particular situation that he finds himself in. Webster and Sobieszec consider that it could be inferred that the individual's self concept also changes with changes in the social context; thus "not only does he appear as several slightly different people at different times but also he conceives of himself as being several different people or at least he thinks of himself in several distinctly different ways (Webster, 1974).

Mischel concludes that the thing that moves us to pride or shame is not the mere mechanical reflection of ourselves, but an imputed sentiment, the imagined effect of this imagination upon another's mind. "We always imagine, and in imagining share, the judgements of the other mind" (Mischel, 1977). Gergen adds that man has as many social selves as there are distinct groups of persons about whose opinion he cares (Gergen, 1971). In fact, in order to relate successfully over a wide range of relationships, it seems virtually impossible to bind our behaviour to a limited set of self conceptions.

The life of the human being, according to Gergen, is dominated by concepts. His manner of sorting and classifying events is central in determining the course of his activities. His treatment of certain objects or stimuli as equivalent, but as different from certain others, is vital to his continued existence. "In the Darwinian sense, the ability to conceptualise has SURVIVAL VALUE" (Gergen, 1971). Concepts then appear to be valuable tools in problem solving in the social sense. If objects or events can be recognised as falling into categories, then learning can be generalised from one situation to another; knowledge can be cumulative, so Gergen believes. He adds that it is this ability to classify that allows the person to accumulate knowledge and to avoid constant and often painful relearning (Gergen, 1971). As a result of such indelible lessons, the individual comes to avoid situations in which he is unable to classify stimuli. By implication, these situations constitute threats to the survival of the individual. Mischel adds that many liabilities comprising an 'inability' to perform certain tasks may be a function of believing that one's efforts would invariably fail. To overcome such liabilities people must repeatedly experience control over outcomes; through such experiences they eventually come to give up their beliefs of impotence and their feelings of hopelessness (Mischel, 1977). In fact, Mischel describes the self as how the individual sees himself (his self perception), how he judges his own capacities and propensities (his self understanding), how he orders goals and intentions, and how far he controls his actions (his self command) (Mischel, 1977).

Under particular stress, psychologically troubled people are notoriously liable to crack up or fall apart. Their plans are disrupted, their declared intentions become incoherent, they lose the capacity to judge their own capabilities or to perceive their position vis-a-vis other people realistically; they are liable to behave in erratic, unexpected, even uncontrollable ways (Mischel, 1977). These people, with their negative self concepts, find



relationships too hard to develop or maintain. Nathaniel Hawthorne phrased his concern for the self as an impediment most dramatically - "What other dungeon is so dark as one's own heart. What jailer as inexorable as one's self" (Gergen, 1971).

Gergen adds that self alienation is a noxious feeling arising when overt actions are detached or inconsistent with underlying conceptions of self. It can be viewed as estrangement of the concept world from daily activities of the individual. "What I'm doing doesn't reveal the real me" or "My behaviour is a sham" (Gergen, 1971). If a person's behaviour appears inconsistent with his major views of conceiving of himself, he may have the negative experience of dissonance, a state that Gergen considers to be an unpleasant and noxious feeling.

As Dobson points out, one of the variables which appears to distinguish normal individuals from abnormal ones is their ability to exercise control over their behaviour and impulses (Dobson, 1982). This correlates with what Poulton (1977) has termed the subjective and objective measures of stress. He points out that while objective stress may increase job efficiency, subjective stress may adversely affect the persons behaviour. Self realisation and self control seem to play an important role in the conquest of stress inducing situations. A person who 'knows his own mind', according to Mischel, can put his declared intentions into effect coherently and consistently, over a substantial period of time, while one who does not will act "vacillatingly or inconsistently", and will not be able to 'give an account of himself' in case those discontinuities are challenged (Mischel, 1977).

A person with a realistic self understanding can act smoothly and effectively in his dealings with the real world, while one who lacks such self understanding is forever liable to over reach himself or to stop short of his true capacities. Mischel claims that a person "who perceives clearly how his



needs and plans properly relate to those of his co agents can act realistically and objectively, in both the moral and the practical sense of those terms, while one whose perception is in these respects clouded or distorted will be driven by unrealistic and subjective fantasies, rather than by a true grasp of his own proper issues and interests, satisfactions and ideals (Mischel, 1977).

Mischel also believes that a person who has developed the ability to anticipate, defuse and/or moderate any tendency to archaic panics, or to outbreaks of rage, will increase his self control, while the corresponding inability to fend off, or deal effectively with such panics or outbursts, will represent an equally clear limitation on his autonomy (Mischel, 1977).

The self concept of everyone is affected at some time or other in his life but these spontaneous difficulties can be overcome usually and the self is restored after repair procedures have taken place. The problem facing many people is when they meet a point in their lives when the demands placed upon them and their self concept are too great for adequate repairs to be made. An interesting study by Hinkle (1963) on 3,000 people found that people who are moving up the ladder of their careers and who are presented with the most challenging opportunities are most likely to suffer rather than those who are dependent and conformist.

The feelings aroused by an apparent lack of control over one's destiny is a growing feature in all organisations but particularly in the school situation. As previously mentioned, large organisation, for the sake of their maintenance, tend to reduce the creativity of the individual. He becomes a pawn in a very big game and has to suffer many indignities that are contrary to his inner needs for fulfilment. One of the most telling ways in which one's economy of action can be disrupted is the obligation to request permission to do things that on the outside of the organisation one does at will. This obligation, so Goffman states, not only puts the individual in a submissive or

suppliant role unnatural for an adult but also opens up his line of action to interception by others. Goffman feels that institutions disrupt or defile "precisely those actions that in civil society have the role of attesting to the actor and those in his presence that he has some command over his world -that he is a person with adult self determination, autonomy and freedom of action" (Goffman, 1968).

Feelings of being radically demoted in status as a human being may result if there is a failure to retain this kind of adult executive competence, he adds. Personal control is replaced by fear of penalisation and this fear is usually adequate to prevent the individual from performing certain acts contrary to the well being of the organisation. In school these negative sanctions can involve a decrease in the usual rewards and welfare of the individual and extend even to the loss of promotion.

Threats of sanctions, threats of harm to the self concept and self esteem play a crucial part in today's life in schools. As Stellman and Daum point out, the threat may not be directed at the individual but merely perceived or witnessed. "An insult to one is an injury to all" - witnessing another's harassment, overwork or degrading treatment creates stress in the individual and can turn to anger and cynicism toward those offending the dignity of the fellow worker. Sir Geoffrey Howe once claimed that justice delayed is justice denied - apologies made in the confines of a private office at a later time is not the answer to showing concern for fellow workers, no matter how subordinate in status.

Stellman and Daum add that the attainment of dignity and self respect will have to be achieved by working people as a whole if individuals are to be free from the stress caused by competition and feelings of inadequacy (Stellman, 1973). Herzberg also considers that harmonious interpersonal relations, good working conditions, good wages and salaries, enlightened

company policies, administrative practices and various benefits including job security are features that create 'hygienic factors' to be adhered to (Levine, 1970). Levine concludes that conventional wisdom includes the notion that to worry, or to be tense, or to take things hard, is to increase one's vulnerability to disease (Levine, 1970) and so it is essential that the individual must be able to retain the self respect and dignity at work that we have seen to be so vital for individual welfare.

Lazarus concludes that individuals appraise how threatening events are and the extent to which an event will be seen as threatening is dependent upon a constellation of personal and contextual features. "Individual attitudes about a stressor, prior experience of it, knowledge of its costs and evaluations of alternative courses of action can all influence how an event is appraised" (Evans, 1982). Selye has shown that the body can cope with stress but this coping has costs for subsequent coping. Long term exposure to stress or repeated instances of adaptive demand can deplete the organism's adaptive reserves and lead to physical dysfunction (Evans, 1982). No individual can make these adaptive manoeuvres if the self concept is not fully mature and healthy.

Burns feels that the self concept has a three fold role; maintaining consistency, determining how experiences are interpreted, and providing a set of expectancies. He adds that it is a powerful determinant of behaviour in that it shapes the way in which individual experiences are interpreted. Every experience is given meaning by the individual and he uses these attributes to define the self concept in the following way. It is, he says, "the sum total of the views that a person has of himself and consists of beliefs, evaluations and behavioural tendencies. This implies that the self concept can be considered to be a plethora of attitudes towards the self which are unique to each individual" (Burns, 1982).



One thing that distinguishes man from lower animals is the fact that he has a conception of himself, and once he has defined his role he strives to live up to it. Being actors, we are consciously or unconsciously seeking recognition, and failure to win it is, at the very least, a depressing, often a heartbreaking, experience. This is one of the reasons why we all eventually conform to the accepted models and conceive ourselves in some one or other of the conventional patterns.

Mischel believes that the consequence of this is that we inevitably lead a dual existence. We have a private and a public life. In seeking to live up to the role which we have assumed, and which society has imposed upon us, we find ourselves in a constant conflict with ourselves. Instead of acting simply and naturally, as a child, we seek to conform to accepted models. In our efforts to conform, we restrain our immediate and spontaneous impulses, and act, not as we are impelled to act, but rather as seems appropriate and proper to the occasion.

Under these circumstances our manners, our polite speeches and gestures, our conventional and proper behaviour, assume the character of a mask. In so far as this mask represents the conception we have formed of ourselves and the role we are striving to live up to, this mask is our 'truer self', the self we would like to be. So, at any rate, our mask becomes at last an integral part of our personality; becomes second nature (Mischel, 1977). Lazarus links the self concept with terms such as perceiving threat and anticipating harm. He states that "psychological stress is brought about by the threat of anticipation of future harm, whether that harm is physical or psychological (say, an event which lowers self esteem)". Dutch investigators have even concluded in a report that 'myocardial infarction is often preceded by a setback in work involving the loss of prestige'. A recent Swedish investigation of coronary patients indicates that they experienced less

satisfaction with their jobs than healthy controls. The increasing evidence that chronic work overload, or at least its implications for lack of felt control plays a significant role in increasing the risk of coronary disease (Glass, 1977).

The breakdown of the self concept is a slow process. The defences we employ and the coping mechanisms we use must first disintegrate. The self images of teachers has been declining over the past few years and attempts must be made to restore their dignity. To restore this image would require a complete overhaul of the approach to teachers and their work in order to make them feel needed, valued and important, respected and worthy of consultation; they need to have a say in the way things are going and to be allowed to shape their own destiny. Above all they need to be motivated. A poor self concept affects the whole being and hence the performance of the teacher. To improve performance, we must improve the image that teachers, government, parents and the public at large have of the teaching profession.

As McGrath says, unused capabilities tend to atrophy or otherwise deteriorate. Unless the teacher is allowed freedom for creativity, expression and general involvement, he will suffer losses in self esteem and become vulnerable to all that this entails.

The attentional focus on the self is often brought about in teaching by the ever present onlooker, or evaluator (self, colleague, pupil). An audience or class of pupils can evoke stress and anxiety, for the teacher is constantly aware of how he is 'coming over' to the class. A teacher with a poor self concept will receive negative feedbacks from the pupils thus leading to a more rapid decline in self esteem; more negative feedback, more stress. In a study by Warchel (1957) it was seen that individuals scoring high on measures of self esteem had reported less general anxiety on self report inventories than individuals with lower self esteem. As a teacher 'performs' in front of an audience all day, and audiences cause concern to be aroused in the teacher



regarding evaluation, then teachers with low self esteem are likely to be operating under relatively high levels of anxiety and, therefore, stress.

High levels of anxiety interfere with performance and this gives rise for concern as there are many teachers, feeling anxiety in this way, who are not performing their tasks to full potential. It is difficult to pinpoint where along the line the teachers develop these feelings of low self esteem; perhaps it is the difficult and unreceptive pupils, uncaring superiors, poor preparation at college, too heavy a teaching load and few prospects, bad school policies, poor school organisation – it is impossible to say but could be a combination of all. It goes a long way to explaining those staff room personalities who are abrasive and unapproachable for, as Burns states, attack is the best form of defence when one is susceptible to evaluating the negative feedback from others as congruent with one's opinion of oneself (Burns, 1982).

It would therefore seem a reasonable supposition to infer that teachers who are low in self esteem equally have more difficulties of an emotional and social nature in their school related activities, show anxiety and stress and, in general, will be less able teachers, eliciting less respect from colleagues and less able to promote positive self esteem in their charges (Burns, 1982).

A basic assumption derived from self theory is that persons behave in ways consistent with their beliefs, says Burns. It follows that what teachers believe about themselves is a critical factor in their effectiveness. Lembo (1971) summarised the self view of influential teachers suggesting:

1. The teacher sees himself as being competent to cope with life's challenges and problems. He believes that he is capable of accepting each phase of living, of rolling with the punches. He does not view himself as having major failings.
2. He sees himself as being accepted, needed and wanted by others. He believes that his judgement and skills are valued and that others see him



as being a worthy person. In short, he has high self esteem.

(Burns, 1982)

Institutions designed for the training of teachers have two important functions, so Burns considers. The first is to provide the prospective teachers with the skills, knowledge and intellectual resources necessary for functioning in the classroom. The second function is to initiate the socialisation of student teachers into their prospective occupational role; that is, to initiate them into the role of 'teachers'. This socialisation, Burns claims, involves the development of motivation to become a good teacher as well as the development of a self concept as a competent teacher. This latter function is as important as the first, since teachers need to be better types of people in all sorts of ways if pupils are to develop as proper people (Burns, 1982).

It is assumed, often incorrectly, that the teacher is a mature adult and has developed a healthy, strong self image by the time he enters the classroom and generally speaking this have been achieved. However, there are many teachers who have come against obstacles to this development and enter the teaching profession without the basis of a healthy self image and therefore these people are the first to suffer any damage to the self in the myriad of forces that prevail.

We never get a second chance at giving a first impression. Personal confidence is a trait which is demanded from the teacher by himself if not by others and he must be able to create an impact immediately and the pupils expect this. He must also be able to create a favourable impression among his colleagues and the parents to inspire confidence, especially if in a senior position in the school.

This leads to the laying of considerable emphasis not only on the social responsibilities of the school and the teacher but also on the importance as Wall points out, of psychology in the training and assessment of teachers and

in the development of sound self concepts (Wall, 1955). The guide to learning claims Burns, must be a secure person. "Little headway can be made in understanding others or in helping others to understand themselves unless he is endeavouring to understand himself" (Burns, 1982).

The person with low self esteem sees those with whom he interacts through the "bias and distortions of his own needs, fears and anxieties" (Burns, 1982). According to Burns, only when the teacher has self awareness and sufficient self esteem can his own needs (for recognition, importance, power etc) be reduced so that teaching is based on the needs of the children and not always on those of the teacher.

In a review of several studies Combs (1965) was able to conclude that those rated as good teachers saw themselves as;

1. Identified with others rather than alienated and apart from others
2. Adequate to cope with most contingencies
3. Reliable and dependable
4. Likeable and wanted rather than ignored and rejected
5. People of consequence, dignity and worthiness, rather than feeling that they mattered little and were unworthy.

These personality characteristics which appear to discriminate effective teachers from ineffective teachers are clearly related to the self concept. The role teachers have to play must heighten their awareness of themselves and others, for teaching is a sharing of self with others (Burns, 1979). Combs was able to conclude that we can, in fact, distinguish the good teacher from the poor one by the way they view their relationships with other people;

1. The good teacher is likely to have an internal rather than external frame of reference. He seeks to understand how things seem to others and then uses this as a guide for his own behaviour.

2. The good teacher is more concerned with people and their reactions than with events and things.
3. The good teacher is more concerned with subjective and perceptual experiences of people than with objective events. He is more concerned with how things seem to people than just the so called 'facts'.
4. The good teacher seeks to understand the causes of people's behaviour in terms of their current thinking, feeling and understanding rather than in terms of forces exerted on them now or in the past.
5. The good teacher generally trusts other people and perceives them as having the capacity to solve their own problems.
6. The good teacher sees others as being friendly and enhancing rather than hostile or threatening.
7. The good teacher tends to see other people as being of worth rather than unworthy. He sees all people as possessing a certain dignity and integrity.
8. The good teacher sees people and their behaviour as essentially developing from within rather than as a product of external events to be moulded or directed. He sees people as creative and dynamic rather than passive or inert. (Burns, 1982)

From this plethora of research findings, we can view the work of Rogers with yet more sympathy and apply his ideas to the teaching situation. He says that the characteristics usually exhibited by a person who is a fully functioning individual may be seen as six points and these points must be developed in the teacher if he is to undertake his work to full potential;

1. A move towards being himself.
2. A move towards meeting his own expectations rather than those of others.
3. A move towards greater acceptance of others.



4. A move towards greater acceptance of self.
5. A move towards guiding his own life.
6. A move towards more openness in self experience (Burns, 1979)

Burns reminds us that the school context is essentially one of interaction. "A milieu is provided in which individuals evaluate each other; this cycle of appraisals, consequent feedback, interpretation of feedback and subsequent responses fuels the existing self concept of the participants by functioning as expectations of performance, often self validating in effect" (Burns, 1982). Burns adds that the teacher-pupil relationship, so imperative in the learning process, is permeated on the teacher's side by his general outlook and philosophy of life. Research tells us that positive self concepts in teachers creates their classroom performance as a confident, unanxious and respected guide in the learning process but also it aids in the building of vital relationships within the organisation itself. A major problem exists for teachers who have a high expectancy level of themselves and of the organisation in which they work if they are thwarted and their personality and creativity is not allowed to shine through.

An interesting aspect of the self as susceptible to the influence of significant others and of the self as an on going process is seen in the work of Cooley who introduced the theory of the 'looking glass self'. This concept is most appropriate for teachers and many would do well to remind themselves of his claims each day. He reasoned that one's self concept is significantly influenced by what we believe others think of us. The looking glass reflects the imagined evaluations of others about us;

Each to each a looking glass .... reflects the other that doth pass.

## SUMMARY

A teacher with a poor self concept will be a poor teacher and under extreme stress. His performance will suffer and so will his health. The self concept of teachers must be improved through teacher training and in service training. It must also be improved by the development of good working conditions, man management techniques, the power of the teacher in terms of authority over pupils, working conditions and promotion prospects. Areas in the career of the teacher that are likely to affect the self concept must also be appreciated.

### 6. Role Conflict

Burnham claims that, associated with every position in an organisation is a set of expectations concerning what is appropriate behaviour for a person occupying that position, and these appropriate behaviours comprise the role associated with the office (Houghton, 1976).

As Johnson reminds us, the word role is borrowed from the theatre. Two actors for example can give quite different interpretations to the same lines within a play. Roles in a social system permit a certain amount of creative interpretation, he says, and that is perhaps why a person is apt to select roles that allow him to behave in a manner compatible with his personality. On the other hand, Johnson says, aspects of a role may be incorporated into a person's personality. Hence his expression, "the relationship between role and personality is reciprocal" (Johnson, 1970).

Conflict must occur if the occupant of a role does not see himself fulfilling that role. Simon and Taylor state that we are morally accountable to those who are affected by our actions (Simon, 1981). Therefore, if a person knows that he is not doing his job properly, he will feel that he is letting others down. This causes stress to the individual and to those affected by his actions.

Johnson adds that the term role is defined as the set of prescriptions defining the appropriate behaviour of an occupant of a position toward other related positions (Johnson, 1970).

The study of role and role conflict is imperative for teachers for their jobs can only be done through motivating people. However, as Sayles and Strauss say, it is impossible to understand motivation without considering what people want from their jobs (Sayles, 1966). As there is very little research on the consequences of role conflict, we can only assume the effects of this conflict on the individual. It is certainly assumed that role conflict reduces the teacher's satisfaction with his work and this causes many examples of stress-based problems. Charters feels that disagreement or role conflict is a form of occupational disadvantage, driving the more competent persons out of the rank of teaching and leaving behind those who are the most compliant and submissive or those who are most able to tolerate ambiguity and cope with conflict (Johnson, 1970). There is, however, another type of person that is 'left behind' in the profession, and that is the person who for various reasons cannot or will not leave teaching but suffers the effects of role conflict, not in a coping capacity, but in a way that slowly reduces the teacher to a shadow.

Levi found that the greatest number of stress phenomena were recorded among middle management in teaching because of this role ambiguity and also because job aspirations have not yet been fulfilled. Levi also noted that this section of teachers showed 'significantly poor health'. French also noted this in his work of 1962. Levi found that among this group of people, vegetative symptoms were commonly found. Instances of hyperchondriac traits were also observed to be fairly frequent (Levi, 1967).

As Richardson states, much of this type of stress has to do with uncertainty about the boundaries that mark off areas of responsibility within the school, and therefore with difficulties over the exercise of authority by



people in leadership roles, from the most junior tutor in the staff group to the head himself (Richardson, 1977). Johnson sums up this dilemma very well by reporting the work done by Miles in 1966 where he lists a series of properties of schools that he feels differentiates them from other organisations. His first item on the list is that of goal ambiguity, "The goals of educational organisations are ambiguous and, to a large extent, immeasurable," he says. He clarifies this by adding that ambiguous goals make for ambiguous role specifications and an inability to measure goal achievement (Johnson, 1970).

A person occupies a position by playing a role. As a person occupies this space, he is expected to perform certain functions; other people in other positions expect a certain type of behaviour from him. If the person does not live up to these expectations, then disappointment and even resentment may develop. This is the basis of role conflict; who does what, when and with whom? Unless these questions are seen to be answered to the satisfaction of all the staff, a school cannot function smoothly. Friction will occur, frustration will develop and, as we have already discussed, frustration is an instigator of stress. To eliminate role conflict is, however, impossible. The question is, therefore, how to prevent it from being destructive (Johnson, 1970). In order to do this we must be able to recognise the sources of this conflict.

According to Dobson, role based stress is caused by the following situations:

Not having enough information to perform the job satisfactorily.

Inability to cope with the conflicting demands of one's superiors.

Resolving differences with superiors.

No knowledge of superiors evaluations of administrators performance.

Not enough authority to perform one's task.

Lack of clarity about scope and responsibilities attached to the job.

(Dobson, 1983)

As can be seen, stress owes much of its development to a persons superiors and, in schools, these positions are held by the management team. We tend to consider the management team as almost dictatorial in power and if they, as a body, cannot command the respect of the staff in general, then such frustrations in the staff are bound to develop into stressful, negative feelings.

It must be noted here that much of the stress caused by role conflict can be created through no real fault of the individual; he may be keen and efficient but if the necessary information or authority is not at his disposal there is little he can do about it. This certainly applies to deputy heads who at times feel squashed by the head who refuses to delegate and trust and it also happens with the head who does not receive the necessary information from his deputies. Lack of time, authority, information and role definition can be the obstacle in the way of the manager in a school; preventing him from doing the job in the way he wishes to function. This applies too to the new member of the management team when he is led to expect a certain role and finds that this is not really what the school wanted at all. What does he do? Stick to what he was appointed for or change into a role that he now understands is expected.

Allen suggests that one of the main causes of role conflict in a school is the policy of promoting long serving teachers to the deputy headship of OTHER schools meaning that they start off as virtual strangers. The argument that they are then in a better position to give orders to other teachers shows a wholly misguided conception of the role of the deputy head (Allen, 1968). This promotion ladder, however, applies to many other middle and senior management posts in schools. They find themselves in a situation that contradicts what they believed the job would be like. The argument has credence for the appointment of the head for he should have ruthlessness as



part of his techniques and this is difficult to suddenly show after being a deputy head in the same school. However, the promotion of a middle management teacher to a deputy headship must surely be enhanced by the appointment from within in certain cases as the person is known by pupils and staff and more important, the required function is known to the individual being promoted.

In 1964 Burnham wrote that many deputy heads after adjusting their role performance to meet the perceived role demands of their headteachers, found that their greatest source of conflict lay in the disparity between this actual role behaviour and their ideal conception of the role (Houghton, 1976). The unfortunate outcome of this sort of situation is that the person has to stay in this job for several years and the build up of frustration through playing a role that goes against one's real beliefs, can play havoc with the emotional stability of the individual. Demands from the head and the staff for rapid solutions on the basis of insufficient material, says Levi, may create a frustrating situation (Levi, 1967). School staffs, even today, have been brainwashed over the years to expect the wrong things from management. We often put the wrong people into management positions and then expect them to do the right things. Unprepared, untrained, ill-equipped, we promote teachers of long standing and good service to positions of responsibility and decision making in a strange school on the strength of a thirty minute interview. The education of a thousand children and the welfare of one hundred staff may now rest partly on this person's shoulders. These poor appointments may not have turned out that way if the individual had been left in the school where he was known, had developed his authority and standing, and was aware of the climate of the school with all its faults and difficulties.

Conflicts in a school staff room have their origin in the wide variety of changing needs felt by the members of the school, needs which require them



constantly to renegotiate their terms of membership in an unspoken psychological contract. Administration mechanisms in schools ignore the need to renegotiate and assume a much too simplistic view of membership. This is the opinion held by Houghton, McHugh and Morgan in (Houghton, 1976). This is an interesting view of the staff in particular where groups and cliques are constantly readjusting. Staff often joke about being 'in' with the head this week and 'out' the next. However, this is just the sort of thing that happens and the constant need to be in favour with management can become a job in itself. Many people argue that this shows the pettiness that is ripe in the teaching profession at the moment, and they indeed have a point. One has only to talk to the non teaching spouse - people in industry and commerce do not appear to be quite so narrow minded as teachers in relation to their superiors. It does though add weight to the theory that management teams should be selected from the staff by the staff and hence have the ability to reign with confidence and true authority as they reign by permission.

The situation becomes clearer when we consider that teachers have never actually left the education process; they leave school, enter college. They leave college, where they still have to play the role of student accepting authority, and enter the school again; on probation. It is difficult for them to overcome the feeling of being a student even after a few years of teaching. The reverence given to authority takes many years to come to terms with and perhaps this is why many teachers find it difficult to feel equal to superiors if only in terms of a cooperative enterprise. Teachers are fearful of the unwritten powers of authority and hence will accept all that is thrown at them and will do all that is asked of them; they will accept indignantly reprimands, subtle hints and dictates without question. They do this in connection with their unions also; teachers lay back and let those in command tell them what to do. The accusations directed at teachers are often true; they are over

grown school children playing at being the powerful teacher. It is not until they reach a level of responsibility that they begin to realise that they are no longer at school, but in charge of it. When does the teacher relinquish his notions of being a pupil?

Role based stress has its foundations in the fact that teachers do not really know what to expect; they are uncertain of what is correct because they have so rarely seen it in practice; they are insular and have never really gone out and managed in the big wide world. It is interesting to see the effects of teaching on those people who came into the profession after spending some years in another occupation; they have a different attitude to their colleagues, to the pupils and to the management. They suffer far less role conflict and indeed far less stress from those aspects pertaining to superiors and the organisation in general.

Johnson divides role conflict into four categories and they are worth looking at in detail;

1. Intrarole conflict; exists when the occupant of a position has incompatible or competing role expectations placed upon him by occupants of complementary positions.
2. Role ambiguity; refers to the situation where, within a set of complementary positions, there is a wide variation from person to person within each position regarding the role expectations of one of the positions.
3. Personality-role conflict; when a person is unable to fulfil the requirements of a role because the demands are incompatible with personal needs.
4. Interrole conflict; an individual living in a complex society is a member of many different social systems within which he occupies a position with certain role expectations. Within a single day a man may perform



the roles of husband, father, employee, customer and club member.

Interrole conflict occurs when the same individual occupies two competing or incompatible positions simultaneously. (Johnson, 1970)

This has certain interesting features for the study of the teaching profession. In the first instance, the taking over of a higher position in another school can result very easily in this type of conflict. Many year tutors and deputy heads have found themselves precisely in this situation and, owing to this, do not do a very good job. If they had been promoted internally, they might have a lot more to offer; they have developed in that school and built up their personality to a comfortable state with success.

In Johnson's fourth point, we see how the diversities of the modern high school can cause untold stress and conflict to numerous members of staff. A teacher can be a member of a department and therefore has loyalties there and yet he can also be a member of a year group and has loyalties there. He may also be a member of a house. This teacher is already torn in three directions but the problems really begin when he has to make a decision and place himself firmly in one camp or another in the case of disagreement. For instance, as a form teacher, he has a responsibility for the care and encouragement of thirty or so children and yet in a house athletics competition, he cheers only for those in his house, especially if he has been training them.

Other similar conflicts can occur when he belongs to a department and also a faculty; who does he owe his allegiance to? What happens if he is asked to become a member of a working party to discuss and find out about problems that may affect his own departmental interests. The school is such a web of inter related systems and sub systems, few teachers can say that they are not torn at some time or another between camps.

It is perhaps the task of management to ensure that conflict is reduced from a stress inducing phenomena to a valuable asset. Johnson suggests that we all seek out conflict by playing competitive sports, through plays, TV, and books. He also puts forward 'teasing' as a way in which many of us find stimulating conflict without harm being done. He feels that conflict and its stimulation is essential to us for the following reasons;

it prevents stagnation

it stimulates curiosity and interest

it is the medium through which problems can be solved

it is the root of personal, organisational and social change

it is often part of the process of testing and assessing oneself and, as such, it may be highly enjoyable as one experiences the pleasure of the full and active use of one's resources. (Johnson, 1970)

Most teachers would agree that most progressive acts have been brought about by assessing the need for change as a result of a build up of tension. However, many teachers would also claim that conflict can only be useful and serve a function if, in the short term, conflict and stress is reduced by learning from it. This is the backbone of many complaints by teachers; they feel that stress has already been identified but has been ignored or hidden instead of recognised, brought out into the open and dealt with.

Given this positive passion to get to the bottom of things which was manifest, according to Peters, par excellence in Socrates who held that the 'unexamined life is not worth living', which presupposes a constant striving for clarity and understanding - there are certain passions of a negative sort which are the obverse side of this - a hatred of irrelevance; a loathing of arbitrariness; a feeling of horror if one is not clear about something. Inconsistency is intolerable and inaccuracy a vice (Peters, 1981).



## SUMMARY

Dr Jack Dunham views role conflict as subject to expectations from many sources such as pupils, colleagues, parents, LEAs and caretakers (NAS, 1976). The mixture of several roles such as administrative, pastoral and teaching causes role conflict many times a day. He considers a teacher to be uncertain about what particular role he thinks he ought to be performing. Inclusive in this is the teacher's view on such matters as reorganisation, working in large schools, introduction of new technology, teaching a wide range of subjects to all abilities and attitudes and major organisational and curricular changes.

The feelings created by role conflict can be better understood if we cite the example of the donkey, who is positioned mid way between the carrot and the bundle of hay; he starves through his indecision as to which food to go to.

Conflicts arise when the teacher is torn between his teaching, his pastoral role, his discipline and his extra curricular duties. He is friend and foe to the pupil; judge and yet guide. To develop the balance is particularly difficult for the young teacher who unfortunately is most likely to have all of these pressures on him as a classroom teacher. Recognising the role of others can cause extreme frustration if they are not clearly defined. The role of every teacher in every position needs to be clarified to all others and set boundaries of responsibility be clear in order to avoid confusion.

## **7. Selection, Training, Assessment, Pay and Promotion**

"Satisfactory human development depends upon the success with which the fundamental emotional needs of each individual are met within the framework of the demands of the society in which he is" (Wall, 1955). This was stated by Wall and demonstrates how important it is to select the right person for a job as a teacher - the suffering that can be caused to both pupil

and teacher is huge if this statement is not born in mind. The teacher must be trained intensely and he must be placed correctly in a suitable school and allowed to further his knowledge through the provision of regular in-service training; he must be sufficiently trained for alterations to his working environment and role. All this requires selection procedures and training facilities far in advance of the quality that exists today.

Peter S Burnham considers it obvious that management needs to take both role and personality into account when allocating persons to positions within an organisation "if they are to deal with the factors which contribute to conflict, efficiency and job satisfaction "(Houghton, 1976). The selectors, he feels, should look to making 'wise marriages' between personalities and positions as the playing of a role is both'dynamic and creative'.

Vernon reminds us of the poor reliability and validity of judgements based on interviews but adds that the interview "is likely to remain the chief tool for assessing people in a majority of selection and counselling situations because of its flexibility and acceptability" (vernon, 1964). The worst that can happen as a result of a badly conducted interview held by people who are not competent in selection procedures, is that a school can be saddled for years with an undesirable member of staff. All because, as Vernon notes, the selection committee which interviewed him for a quarter of an hour, misjudged his personality. He has noticed, quite rightly, that because the process of interviewing is so familiar and taken for granted, "it has aroused little scientific curiosity until recently". He considers that this is the reason why people have turned to the psychologist for help and advice as they are so involved with intricacies of human nature.

Banks and Hislop feel that the fundamental question underlying all problems of the selection and control of staff is the purpose for which they are required (Banks, 1961). Simpson considers the most important aspect is 'the



building up of a team or series of teams of people who will work together harmoniously and in a keen spirit of cooperation'. Many teachers, however, would argue that this is not necessarily what selection panels aim for today and that they, as candidates, are never given an opportunity to really prove their value and worth at an interview. Many feel that a person has been chosen prior to interview and that the procedure is merely to play lip service to democracy.

Academic ability and performance can be discussed without necessitating the presence of the candidate; the interview should be to find out what the person is like and whether he will fit into the demands of the job on offer. It should be conducted in such a way as to elicit pieces of information specific in relevance to the post in question. The requirements for an entrant to the medical profession would be very different to those of a secretary in an office. Psychological tests, related to work, have been called for and suggested by many psychologists as a surer method of sifting the right candidate from the field of applicants.

Vernon points to one vital factor in the reason why the short selection interview is unsatisfactory; it is seldom able to progress much beyond the exchange of stereotype "particularly since the role of employer and candidate are strongly demarcated" (Vernon 1964). Wide differences in social class, age, interests, speech patterns and so forth, Vernon claims, obviously make for difficulty in the "interpretations of cues". Burns considers that body language (non verbal communication) conveys information to others about the self and reflect what others think of one. He quotes a study of body language by Argyle revealing that there are 'codes and signs which speak louder than words' (Burns 1982). Abercrombie feels that we may speak with our mouths but we communicate with our bodies.

The interview as a means of selecting a candidate has at least taken a small amount of advice from psychology if only in the sense that the interviewers are now more aware of what to look for in the personality of the individual but they still have much to improve in terms of interview procedure and the training of all members of the panel. The danger is that innovative interviewers are now tempted to procure tests for candidates which claim to measure good adjustment or other personality traits. Whyte has "trenchantly criticised this all too common misapplication of testing (Vernon, 1964). When these tests are performed, however, in the correct setting and by people who know what they are doing, they can be a decisive measurement of the deeper aspects of personality that cannot otherwise be investigated. Vernon stipulates that it is 'right to refuse to employ persons with unsuitable qualities in important posts (Vernon, 1964). The basic argument here is that the short interview has been with us for many years and has produced too many unsuitable people in positions of extreme responsibility; it is not effective enough and needs to be improved and therefore steps must be taken to procure an efficient alternative or addition to the short interview; even if training is necessary in order to produce 'professional interviewers' with the experience, knowledge and resources to make vital decisions as to who is, and who is not, suitable for positions in the education world.

As there is no particular physical feature, no obvious visible signs as a valid indicator of any personality trait or ability, judgement based on the pattern of the features and on expressive movements have been shown to have appreciable validity, says Vernon. Vocal characteristics, body language and even handwriting techniques can be used under the right circumstances with interestingly accurate results but they are like any other psychological tool; put them in inexperienced hands and they can be lethal. The selection of candidates for the teaching profession has a long way to go before it matches



its counterparts methods. The medical schools and law schools 'succeeded in lifting themselves by their boot straps into their present excellent position only because the supply of applicants exceeded by far the available places'. This is the opinion held by Hook and one which is shared by many educationists who believe that the interview techniques provided today would not require major updating if the calibre of the potential candidates was increased and this would entail stricter entry to the profession in the first place, as in law and medicine. Hook adds that if schools of education were to follow suit they would not fill their classrooms. The filling of colleges of education has been based on a supply and demand initiative; if one thousand extra teachers are required, then one thousand teachers are recruited, irrelevant of their suitability for the job. If one looks at the entrance requirements of colleges fifteen years ago and compare them with the requirements for entry today, there is a startling discrepancy. Candidates are now allowed to enter with the minimum of qualifications and references from schools; they are spoon fed through their course and allowed to pass teaching practices on flimsy performances. The criteria demanded from the student teacher are too low in too many training establishments and these teachers can become a burdon to the school and staff when they begin their career proper.

As Hook points out, if the supply of available talent falls far short of the demand, it may be difficult to raise the standards of admission to the profession, improve the character of the professional education of teachers and therewith elevate the levels of performance in the classrooms (Hook, 1974). Burns remind us that success on teaching practice does seem to depend on the possession of an adequate level of self esteem with those low in self esteem being less adjusted to teaching, less able to accept others in close interpersonal supportive relationships and showing more emotional stress in teaching (Burns, 1982). The qualities required in teaching can be seen to exist

or be seen to be sadly lacking when training; too many teachers are allowed into the profession without satisfying the required standards but these teachers are then placed in situations they cannot handle, they create stress situations to others and damage themselves in the process. They are, meanwhile, responsible for the education of children when they are not fit to be so. Burns also adds, however, that the teaching practice itself is not beyond criticism; the position of the student in today's high schools for instance is not reflective of the real thing. Students feel inferior, ill at ease, have little authority and many feel imposters: their self concept can thus be damaged. Many teachers consider the training programme should be radically altered to include more aspects of teaching in the form of apprenticeships; being in schools observing, helping with the running of a department without the actual pressure of responsibility for a class. This method of training could have much to offer. The student could build self confidence and experience in class management and school organisation while retaining links with college. Teachers are, at the moment, thrown into teaching with insufficient experience, knowledge and confidence to handle difficult situations and as a result they either leave the profession at the earliest opportunity or 'stick it out' at the expense of themselves, their colleagues and the children.

The training and selection of teachers go hand in hand but the intake at college level will not improve if the salaries and working conditions remain as they are; too few young people, on choosing a career, perceive education as a viable, professional alternative to law, medicine, commerce and industry. Meanwhile, the calibre of the teachers seeking promotion is not as high as should be expected. Those teachers who are good at their job find themselves forced into seeking promotions to pastoral and management when they would frequently prefer to stay where they are; in the job they trained to do. Many of these people will not make good administrators and managers but seek this



type of work because their age, experience and qualifications make a mockery of their existing salary and conditions of work but many teachers look to promotion as a means of escape from an overdemanding classroom job. The teachers who are determined to leave the classroom as early in their career as possible can create this outcome by many means; attending courses to get their name known and their face known; taking on extra duties and preparing themselves with interview techniques for, as Vernon believes, "the laws of perception are easily fooled" and too many people can have a mastery of the art of giving a good impression at an interview, especially when they do not have to keep it up for very long. Interviewing technique and procedure do not take into account this factor. "Much as the ordinary processes of perception serve to sort out our complex physical environment into a lot of stable objects, so we see people as motivated beings, like ourselves, each possessing a stable and organised structure of traits, interests and abilities, which constitute personality" (Vernon, 1964). We are reminded of the cases of selection resulting in teachers working in schools for considerable lengths of time before they are discovered to be imposters; untrained in the profession but able to talk their way into a teaching job. The interviewer is too easily satisfied with his judgements regarding 'general impressions'. We remain satisfied with our interpretations of people we meet, "despite all the variations and possibilities of error, and despite our realisation that people are playing a part and are trying to impress or deceive us, as we do to them" (Vernon, 1964).

What, then, has psychology to offer as an alternative? The use of questionnaires and attitude scales have validity liable to distortions by the subject; especially when the person has an incentive to create a favourable impression. The only way to discover if a person is suitable for a specific position is to see them in their natural surroundings; observation of the candidate is a time consuming and expensive method and still has its pitfalls -

it could only be valid if the person was unaware that he was being observed. With knowledge that one is being observed, however, the person is able to utilise many weapons including psychological ones. As Vernon notes, a reciprocal interaction occurs between any two persons; each realises that he is being observed and evaluated by the other; and tries to behave in such a way as to create a favourable impression of his personality; at the same time he tries to penetrate the disguises or facades that the other is displaying (Vernon, 1964). Vernon adds that our daily lives are made up of contacts with other people, during which we are constantly making judgements of their personalities and "accommodating our behaviour to them in accordance with these judgements".

The interviewer is in the advantageous position of having the element of surprise and not having the pressures placed upon him. When we meet someone for the first time, we try to fit them into one or more of our 'pigeon holes of personality' on the basis of physical cues or previous experiences. These do allow us to make fairly accurate predictions of the other person especially if we have been proved right in the past. However, the danger is to stereotype the person and this gives, according to Vernon, barriers to understanding. A candidate can be stereotyped or put into the wrong category all too easily and his subsequent answers too easily misread.

If one assumes that the training of teachers, after stringent selection into the profession has taken place, can be improved and the selection of people for posts can be improved, then the percentage of poor appointments to higher jobs in the profession will naturally, over a period of time, decrease. If, at the same time teachers have made available to them proved facilities and opportunities for in-service courses, the standard of applications for responsible jobs will improve. To expect teachers, trained to teach, to adjust to managerial and administrative roles is madness and does not take into



account the magnitude of the effect a poorly placed manager can have on staff, pupils and school in general. Baron and Taylor hold the opinion that the in-service education of administrators falls well behind the quality and scope of that provided for teachers - "It would be bizarre to stress the need for teacher retraining in the face of change and at the same time to ignore those who can do most to help or hinder the process of change itself" (Baron, 1969). Much attention is now being paid to the thought that training for management is needed.

In the TES (24-6-83) Gray and Waitt discussed Sir Keith Joseph's proposals for head teacher training, with the establishment of a national centre and a regional support network. Bereft of the criticism normally bestowed upon his policies, the scheme has supporters and mild critics. The critics argue that heads are born not made; the supporters claim that 'the only way in which the trade of headship can be learned is to watch someone else'. The wrangle between heredity and environment is deep. "As there is no agreement as to what constitutes a successful head, it is unlikely that there would be any consensus on the appropriate training and development processes through which either an aspirant head should progress, or an existing head benefit." Gray and Waitt believe that the training of headteachers has come too late; we should concentrate on the training of deputies for future headships. The problem here is what do you train them for. To answer this we must be clear as to the role of a head (bringing us back to the theories of management detailed earlier). Do we train them to be efficient administrators or do we take the problem by the throat and train them to be the future 'super heads', efficient in management techniques and philosophies and give the schools the administrative bursars that would be essential to a head who believes his job is to lead and manage.

The courses for heads and deputies at the moment can often degenerate into 'refuges for bruised egos' as Gray and Waitt consider. Seeking solace and reinforcement from fellow professionals is not the answer to training. On the other hand, learning management techniques from industries who are already strike ridden and financially at the brink of disaster is not the answer either. Learning from industrial management must stop at a certain level. From there, we must develop our own criteria and this needs careful thought and preparation as well as research. Gray and Waitt put forward the proposals that "the training should take the form of action research, focusing both on the internal improvement of the school, working through the school staff, and on the external image of the school, as perceived by clients, administrators and politicians".

When unveiling his proposals for the centre in Bristol, Sir Keith explained that 'headteacher effectiveness begins with selection ... we need to think systematically about the task of headship if we are to select those best suited to perform'. Showing a grave concern for ridding the profession of bad teachers and bad headteachers, he admitted that "a head affects a school whereas a teacher only affects a class or two". Dr Peter Andrews, assistant secretary to the Secondary Head Association has said that there are many who do not seek the burden and responsibility of headship and the reasons should concern us. People seek promotion to deputy head scale and then no further, he states. Perhaps the reason is simple, the lack of training to take on such stress and responsibility is seen by deputies as crucial and many shy away from the ultimate responsibility of headship (TES 1-4-83).

In-service training in general is seen by most teachers as grossly inadequate to meet the needs of the introduction of modern technology, the increasing roles a teacher has to play and the changing faces of curriculum and examinations. Only the keenest members of the teaching force opt for in-



service training in their own time and many headteachers reject application to attend courses during school time. The bulk of training therefore goes on after school hours or at weekends. Many teachers are resentful of this (especially when they see their counterparts in other professions being sent on courses frequently during working hours) and consider the headteacher to have too much power in deciding whether or not to allow the teacher to even apply -most application forms for in-service training require the signature of approval of the headteacher. If the head considers absence of a member of staff too difficult to cover, he has the right to refuse permission. There are those however who have no inclination to better themselves through training and the NAS/UWT consider these teachers as a problem and even a menace. "Is there any point in forcing someone to go on an in-service course, at considerable inconvenience and expense to the employer, if they are so little interested in subject and outcome that it does nothing to improve performance. Compulsion could only make matters worse". (TES 10-8-84).

Bert Lodge in the TES (10-8-84) reported that the NAS/UWT considered teachers should be ordered to go on in-service training but only if the employers fund the project and it takes place in the employers time. In-service training, it was added, should be taken out of the hands of the LEAs who, in their view, 'for the past decade have allegedly obstructed any expansion of training'. Bert Lodge in the TES (29-4-83) spoke of the opinion held by many teachers, and some innovative heads, that teachers should be eligible for leave from school to attend refresher courses at least every five years without loss of pay and with adequate financial assistance to cover the cost of the course. They even support the reduction in the number of working days for a teacher to allow time for courses.

As Booth in the TES (7-10-83) states, training is the preparation for performance by instruction. Education, however, rears the whole personality

and has 'the suggestion of larger dimensions'. Training for educational aspects is to do with putting in and education is to do with drawing out - clear definitions are hence required in order to be sure of what to train for.

Sir Keith has even suggested the possibility of improving teacher quality through the use of planned redeployment as an aid to added training. In this way, the teacher would be ensured of variety, the experience of differing school organisations and secondment to longer courses would be easier to cover. The areas of structural organisation, internal relationships and external influences; all so vital to the training of future managers, would be developed into the teachers repertoire right from the beginning and then be less of a culture shock when the time comes, if desired, for promotion to a higher rank. Nevertheless, education can learn from industry. As Anthony Wood in the TES (6-5-83) states, the assumption that teaching is about people and industry is about things is to misunderstand what an industrial managers job is. An industrial manager, he claims "has to handle people, has to know the reliability of his suppliers and understand their difficulties, has to assess changing market trends and keep up to date with new techniques". Although the terminology is different, the headteachers job shows many similarities. Wood is concerned about the isolation of the education world, considering it damaging to the country "and the exclusion of the business world from our schools is in sharp contrast with many of our competitor nations". As he rightly deduces, many teachers play down the importance of industry in an attempt to reduce the concept of high finance and exploitation; without emphasising the benefits of it.

Even our colleges of education, Wood believes, are sadly lacking in the promotion of the importance of industry and business in education. Very few colleges include in their compulsory courses the elements of industry, commerce and government service. And yet many youngsters will go into



these areas after school. He asks how many teachers have in service courses in direct contact with industry. If the ideas of a more flexible teaching staff were introduced, the ability to create links with industry and the business world would be greatly enhanced. In fact, as Bert Lodge in the TES (25-3-83) noted, LEAs were being approached in 1983 to consider appointing teachers not to a particular school but to move them about regularly; on the basis of supply staff.

In the White Paper on teacher training published in March 1983, it was hinted at that teacher contracts should require them to work anywhere in the authority. As a result, redeployment could be used more effectively - "teachers who have become fully experienced could be moved to another school to make greater use of their talent". It is interesting to see that one of the paper's convictions was that of the benefits to the teachers themselves; "teachers who have spent a sustained period in one post may need the stimulus of a change of school, and some jobs are so demanding that nobody should be expected to stay in them indefinitely".

This is understandable but there are those who hold the opinion that successful schools are such because of the stability of key members of staff - that teachers form associations with other staff, with pupils and parents - all adding to the efficiency of the school.

The need for the training of headteachers, when viewed in the light of possible future roles becomes even more necessary. Recent research provides support for critics of the appointment procedure and training procedures and availability. Morgan and Hall, Open University researchers conducted a three year programme investigating selection methods. Job descriptions and indications to applications were found to be inadequate and at times totally misleading. In respect to the selection of heads, the researchers (as reported in the TES 8-7-83) often found no one office in charge of secondary head

appointments within local authorities and none of the officers had received specialist training in the 'full range of selection principles and techniques now available for senior executive appointments'. The excuses for this from the LEAs were numerous and the researchers were led to conclude that headteacher selection by LEAs was conducted almost exclusively in the dark.

Sir Edward Boyle considered that the methods that are used by LEAs to appoint heads tend to lead to the selection of a 'generalised prototype' not necessarily best suited to the educational needs of 'Half Our Future' (Allen 1968). The NAS/UWT in 1976 felt that the mass of evidence suggests that the management role has not figured prominently in the criteria used when selecting heads for today's super school (NAS, 1976).

Sayles and Strauss consider that in establishing work boundaries and supervisory units, management should start with the actual work that must be performed, an awareness of who must coordinate whose job with whom, when and where. Getting work done depends on getting cooperation out of people both inside and outside the formal boundaries of the organisation. If this is the fundamental task of management, they say, then are managers not people shapers and manipulators of human instincts, drives and behaviour? If the answer is yes, then management teams must be selected very carefully for the organisation in which they are to work (Sayles, 1966).

The NAS/UWT felt that it sometimes happens that teachers untrained in management skills are placed in charge of schools even when they are patently unsuited because of personality defects; the fact that such people are academically well qualified and have successful teaching records is of no consequence to the smooth running of a school (NAS, 1976). Here again we see the view that management has nothing to do with teaching ability. If this is so then a headteacher may not necessarily come from the ranks of the teaching profession. It is ironic that commerce and industry pay more attention to the



human relations function of management than does the education service (NAS, 1976).

It can even be suggested that aspiring headteachers are not always clear of what the job should entail themselves. Many headteachers, when asked what their function is are slow to answer and often reply in vague, cumulus phrases. When one compares the opinions of staff in regard to what the job of headship entails with the opinions of the head themselves, one can see at once that the two opinions differ widely. The role of the head is not clearly defined and the education service tends to consider the head in terms of what our own headteacher was like when we were at school – in days when the job was more figurehead in nature. The job now is far more demanding and stressful and needs a special type of person to cope with it and do it well. To select a head from a list of candidates purely on his or her teaching background (though very relevant) is to be naive about the real demands of the role.

Many teachers are disturbed when they view the latest bulletin for in-service short courses in their authority. It becomes a matter of sifting through initially to find a course that they qualify to attend only to find that out of perhaps ten courses, seven are for middle or senior management occupants only. Although these are usually held during school time, the three that remain are usually after school hours. However, the courses for management are considered to be closing the door after the horse has bolted – training managers after they become managers appears to be a negative action. The usual comment from teachers is that they are attempting to make 'a silk purse out of a sow's ear'.

An interesting appraisal of what training and selection for management post should include can be made by those teachers who are in the classroom full time. Their opinions of what a head or deputy should be trained for are rarely asked. One opinion is that injustice is counter productive in that the

resulting sickness and stress caused by the unnecessary overwork seriously affects the real business of education. Heads are retreating more and more from confrontation with pupils, both positive and negative types and are moving away from the workaday life of the school by becoming administrators. Again, the new proposals to shift teachers from school to school would release many teachers from the intolerable situation of working for a head they do not get on with or do not respect.

Term long and long term sabbaticals have been another suggestion put forward by a teacher in East Sussex in the TES (12.10.84). This senior teacher calls for the expertise learned by those teachers who have enjoyed such courses to be put to good use in area curriculum discussions, support teachers centres and by part time attachment to the LEA advisers. "They should not disappear back into the life of one school to sit quietly in the staffroom at break, reflecting privately on their year in the ivory tower." Involvement beyond the boundaries of the school would indeed assist the teacher to become known thus helping selection procedures if he made application for promotion. Flexibility and floating staff also releases the individual member of staff from the 'clutches' of a headteacher reluctant to see him promoted to another school. The Secondary Heads Association have been aware for some time of the existence of a 'special code' between heads in references for staff. Any reservation on the part of the referee may be interpreted as 'the tip of the iceberg of inadequacy' which automatically disqualifies the candidate (TES(1.7.83).

HMI reports have criticised the processes of training and selection of teachers for several years. One of their biggest criticisms is that of the out of date experience of many college lecturers both in teacher training and in universities. The introduction of the 'new blood' lectureships is a means of bringing in to the training facilities those with fresh ideas and up to date experience, relevant to the schools of today.



The call for a General Teachers Council is increasing. Lady Warnock has advocated it; under the chairmanship of a primary and secondary teacher in turn; to take some measure of responsibility for the intake of students, their training standards, selection procedures, in-service training facilities and the assessment of teachers as well as the general upkeep of the status and professionalism of teaching. She admits that "it would be reasonable to compare senior teachers with a civil servant, a GP or the managing director of a small to medium sized firm; any of whom would be probably earning £7000 a year more at a comparable age."

A recent article in the TES (19-11-85) by Maureen O'Connor, brought together some opinions held by student teachers in their final year at college. Their thoughts, just before entering the profession, show unnerving doubts and attitudes that are a growing concern, or should be, to all members of the education world. One student spoke of the reaction from teachers themselves; "when we get into school staffrooms on TP, teachers tell us we are mad to be thinking of teaching as a career". One in three are already contemplating finding another career, the report shows, especially after they have finished their final teaching practice. Accountancy, retailing, personnel management and management in the growing leisure industry are often the alternatives sought after by people who have trained, at the countries expense for three years, for a teaching career that no longer looks as inviting as it did. They see their friends going into other jobs and earning twice or three times as much as they at the same age, with better prospects and less pressure. "I've earned more working in a bar than I'll get as a probabtinary teacher", said one student. Most feel that the amount of effort required of a good teacher is generally undervalued; "teachers are probably the least respected qualified people in the country", said one young graduate who is contemplating changing to accountancy.

The students, however, are considered the fortunate ones as they are able and young enough to change career without too much alteration to their structured lives. Less easy for the teacher of ten or fifteen years standing. A headteacher in Peterborough in the TES (1-11-85) remarked on his utter disillusionment over the present situation "There is almost no promotion at all in our schools and that fact alone has bred the most cynical and bitter attitudes". He asks what kind of psychology is it that expects the profession to accept radical changes in conditions and methods in return for a rise slightly below the cost of living. As many heads, he has found out how difficult it is to recruit, and keep, teachers of mathematics and science; a 'bottle neck' he claims in achieving "better" schools, reflecting the truth of the teachers complaints about the extent to which comparable occupations have been allowed to surge ahead.

He adds that appraisal is almost unworkable without additional time and resources; "by linking the notion to pay and frequent incantations about bad teachers Sir Keith has poisoned the atmosphere around what could have been a positive idea". Suspicion will be the teachers first instinct, he claims, for a long time to come. Appraisal, he maintains, will be a convenient, arbitrary instrument in the hands of education officers and heads - no additional resources will be matched by no additional energy if things continue the way they are. Teachers are expected now, he considers, to lap up circulars to enable them to teacher, "prescriptions dreamed up by others".

"Does it not give the Secretary of State pause for thought that the most highly educated workforce in the country is screaming at him in vociferous unanimity?" he asks. "If he is offering a just and reasonable settlement why is every school in the land grinding to a frustrating halt. Is it possible that teachers have discerned a truth that has eluded their leaders; that if we continue on this path, the state maintained schools will become second and third rate institutions unfit for the aspirations of a democratic society."



The threat of regular assessment hangs over the head of many teachers like a thundercloud. Different teachers have different reasons for the dread of any necessity for, what they look upon as, self justification. Few teachers are indifferent to it; many welcome it and not all those who dread it do so because of any feelings of inadequacy. Many simply see it as the government's way of seeking a scapegoat for bad policies and poor management - factors that the teachers feel is not their fault. The majority of teachers would welcome assessment IF it included the assessment of all teachers from the head down, the local authorities and its advisory team and even extending to the HMI staff. The need for assessment to be linked to an appraisal of salaries and working conditions has also been called for. David Griffiths in the TES (2-4-85) questions whether the ability to assess the performance of teachers exists at all. He wonders who is to set the criteria by which measurement will take place and whether we have the expertise to carry out such a task. He also issued a warning that if assessment was left to the management teams of a school, then this could lead to false appraisals as many of the management teams were in fact failed teachers. He reinforced what is now becoming an important issue - that of why the effective teacher, doing the job that education is all about, is paid less than an administrator whose job could be done 'by the less competent teacher'.

Because the relationship between what a teacher does in a classroom and what a pupil learns is imperfectly understood, he says, there is no guarantee that we shall recognise good practice when we observe it because it may violate some of our preconceived notions. "Unless we can harness the insights gained by classroom teachers and cooperate in trying to understand the teaching process and relate it to pupil learning, any scheme of teacher assessment will be cast into the limbo which has become the fate of so many other educational initiatives."

The White Paper on Teacher Quality will be a landmark. It goes further than those issues picked up by the press regarding the sacking of incompetent teachers, although this is a major item. One paragraph is worth relating in full as it holds many relevant matters for teachers;

"Concern for quality demands that in a small minority of cases where, despite in-service training arrangements, teachers fail to maintain a satisfactory standard of performance, employers must, in the interest of pupils, be ready to use procedures for dismissal. In this context it is relevant to note that while employment protection legislation provides most employees with a right not to be unfairly dismissed, unsatisfactory performances can be sufficient reason for their dismissal."

It goes a fair way but it is still going to be necessary to go to elaborate lengths to establish criteria of incompetence. How do you prove that a teacher, working in the privacy of his own classroom is not up to the required standard; and furthermore, what is that standard. When are the possibilities of inservice training exhausted?

The White Paper calls, however, have been welcomed venomously by the press who consider the teaching profession at the moment to be very second class. The Daily Star feels that 'Little Willies teacher is often only one step ahead of Little Willie'. The Sun considered the White Paper to be aiming to sack the 'classroom clods'. In 1983 at the Council of LEAs conference, Sir Keith Joseph claimed "I know, at least, that I could not possibly do the job that many of the teachers do". He added though that there was this need to find methods of assessing the performance of teachers and heads for the purposes of pay and promotion and, in the last resort, for demolient sacking. He admitted also that we need a system that will give extra awards to the mature classroom teacher of exceptional talent, without requiring promotion to posts carrying managerial responsibilities. Since 1983, it has been understood that



the matter of incompetent teachers was a thorn in the pay negotiators side and would have to be dealt with sooner or later; and the sooner the better. The Professional Association of Teachers at their conference in 1983 showed concern regarding the fact that incompetent teachers are practically safe in their job for life. A General Teaching Council as a means of overseeing the entry, promotion and exit from the profession was called for and the idea has been welcomed - especially from teachers themselves who see it as an advantage and a necessity if they are to create an atmosphere of professionalism. The chairman considered that "Incompetent doctors are struck off their professional register. Incompetent solicitors are struck off theirs. Incompetent teachers muddle along for years, safe in the knowledge that, providing they don't misappropriate the school funds or commit some act of gross bestiality, they are set up for life". The Association felt that if we are going to have professional control over our professional destiny we must be sure that our teachers, advisers, inspectors and teacher-educators are of the highest calibre. However, a more sinister recommendation from Sir Keith did not meet with the same approval; he had suggested that incompetent heads should be 'eased out' of their posts and given jobs as advisers. Do we meet the 'kicked upstairs syndrome' yet again?

Most teachers and headteachers agree that some form of assessment is desperately needed. One headteacher from West Sussex in the TES (8-3-85) believes that we need appraisals for reasons related to the quality of individual staff performance; the purpose of individual schools and the confidence of the public in the education system.

Miss Florence Kirkby, headteacher of a large comprehensive school in an inner city spoke as early as 1983 in connection with the assessment of teachers. She would be happy to see a longer probation period and more difficulty in getting into the profession. Once teachers are in, then, they

cannot be kept in constant suspense, she felt. Teachers who feel they are running out of steam should be allowed easier access to retrain for other jobs or take sabbaticals to review their aims and objectives.

There are those who have decided that teaching is no longer for them and have indeed been fortunate to acquire another type of job. A recent article in the TES (1-11-85) by Nick Baker referred to some such ex-teachers and how they are fairing in the big wide world of industry and commerce. Since leaving teaching in 1984 one man has nearly trebled his salary by joining the ranks of sales people. In the advertisements for such posts the word salesman is often substituted for 'consultant' and this appeals more to teachers. Some however apply directly to employment agencies who are sometimes dubious about teachers, considering them too idealistic. Many are proving very capable and are certainly drawing benefit from their move. However, the majority of teachers stay on in their job because they know that it is the right thing for them to do; but if only their pay and conditions could be improved. Teachers frequently talk about leaving but do not want to leave a sinking ship and always have the belief that things will get better eventually -when it is all sorted out.

As the teachers' unmet claim becomes not so much a dispute, more a way of life, Tim Brighouse in the TES (22-11-85) has looked at the long range effects on confidence and leadership. Reporting on his impression from visits to staffrooms, he notices that "there is at once a desperate wish among teachers for it to be over and a grim determination that it should continue". The dispute, he recognises, is only one quarter to do with pay and conditions; the other three quarters is to do with pride and injured esteem. The rhythm of anguish is so deeply engrained, he says, it is hard to imagine that the dispute will ever disappear. He tells of a school in Oxfordshire with a staff of 120, 30 who have left this year. Twenty of these have left teaching altogether -



another six are expected to do the same in the next few months. "The haemorrhage of the best of the profession can only be compared with that which occurred before Houghton which ironically, when it had run its course, trapped within the profession the less competent".

Eric Bolton, senior chief HMI gave a speech in Birmingham in which he spoke of the "most serious danger" being that of "the assessment cart getting before the worthwhile - objectives horse". Assessment is needed, desperately, but not at the expense of and as a substitute for the reviewing of the curriculum, the conditions and all the other factors of education that teachers have been screaming for. Mr Bolton considers that without some agreed national framework of curriculum objectives, it is impossible to measure what you set out to do and whether you are achieving it; or to do something about the unacceptably wide variation in both provision and achievement across the country. "But to get such agreement about the 5 to 16 curriculum, and to set up a system for assessing whether the work of schools and teachers is as effective as it should be, gives rise to justified fears of encroaching central control, and the very real danger that decision about what is taught may come to be dictated by what is easy to test" (Johnson, 1970).

As Johnson points out, two common ways of resolving conflicts within organisations are through public review of grievances by impartial individuals and via an appeals system through which members can challenge actions of their superiors. Neither method is often used, however, within educational organisations. If assessment is to be introduced, it must be to the satisfaction of all parties concerned and for the use of all parties involved. Teachers must not merely be left as the assessed. They must have their own right of free speech and assessment of those who are, after all, administrators in their own schools. Alec Clegg feels that it is one of the inevitable facts of our society that each generation of adults puts pressure which may be good or bad on the

schools as they educate the generation which is to follow. "These pressures may be exerted by governments, by local authorities, by industry, by parents, by the attitudes of the general public and by many other bodies. (Clegg, 1980). It is to be hoped that when assessment is introduced, it has been thought out carefully to its logical conclusions and possibilities and that it does the job it is intended to do - cleanse the profession of unwanted, damaging elements to the education of the young. When the teaching house is then in order, it is to be hoped that the rewards in pay and conditions are forthcoming.

### SUMMARY

The teacher has seen pay deteriorate in real terms over recent years. He is beset by financial difficulties well into his thirties when other, less qualified professionals are enjoying financially secure lives. He feels undervalued and neglected. The promotion prospects are poor and training facilities are deteriorating. He faces assessment and changes in his role with no consultation and no financial compensation for additional workloads. His motivation to do his best is declining as is his standing in society.



## **CHAPTER FOUR**

### **METHOD**

#### **1. The Compilation of the Questionnaire**

This took place over a period of eighteen months. Many questions had already been formulated by the researcher from a process of listening to teachers and observing their reactions in their school environment, home environment and social environment. These questions pertained to what view the teacher had of himself, his role in school, his status in school, his position in society and his attitudes toward various aspects of the school as an organisation.

Several existing questionnaires were then reviewed including NAS/UWT research regarding stress in schools, research by Burns into the self concept of teachers, research by Dobson and students into stress in schools, work by Lazarus pertaining to health and health related incidents, work by Friedman and Rosenman in connection with personality types and the development of stress and finally, part of the Life Change Units Scale by Holmes was also utilized. Research done by Hargreaves formed a considerable amount of the section dealing with reaction to stress and stress inducing situations at school.

The main sources of information for the actual design of the questionnaire and other additional questions came from:

- a) Existing questionnaires pertaining to occupational stress.
- b) Existing questionnaires pertaining to the psycho-somatic aspects of stress.
- c) Existing questionnaires pertaining to teacher stress.
- d) Relevant research in the field of school administration, working conditions and school structuring.
- e) Listening to teachers; observations of teachers' reactions; viewing school

climates and school managements.

- f) Conclusions made by psychologists, psycho-biologists and educationists and noting their suggestions for further research.

However, as these research items dealt with specific aspects, it was decided that an overall picture of the teacher could only be acquired by requesting information about his past history, his opinions, his attitudes to his profession and his general health. A global view of the teacher was sought.

This global view was required in order to calculate whether or not the personality, attitudes and disposition of the teacher affected his perception of situations in school, his behaviour and indeed his performance. Special consideration was given to those areas that would demonstrate the self concept of the teacher and those situations that constituted a threat to his self concept.

The questionnaire attempted to clarify the causes of stress in the teacher; it asked if there was any significant difference in the stress felt by male and female teachers and it also attempted to explore the possible differences in stress as perceived by teachers in roles of Senior Management, Middle Management and Assistant Teacher. In extension to this, the difference between the attitudes of teachers with little experience and those with considerable experience was sought. Their perception of what constitutes a stressful situation was also investigated.

The design of the Sections came from viewing the existing research material, assessing what aspects were relevant and hence any gaps were subsequently filled. The resulting choice of Sections aimed to create this overall picture of the individual teacher, specific to his situation. A summary of the contents of each Section is as follows:



### SECTION A

This section dealt with personal details to ascertain sex, age, height, weight, use of alcohol and tobacco, status, length of service, type of school, type of hobbies.

### SECTION B

This section asked for a record of the personal history in regard to the general health of the teacher and health related incidents over the last eighteen months.

### SECTION C

This section dealt with everyday incidents encountered by the teacher at school. The teacher was asked to give a judgement of his own level of annoyance felt when faced with certain situations on a scale of 1 to 5; 5 being extreme anger lasting for several days. In the treatment of these results, only scale 4 and 5 were recorded as these were considered to represent situations that taxed the individual beyond a safe, accepted norm for the well being of that individual. The situations chosen to present to the teacher were those that had been witnessed by the researcher as causing concern to observed teachers over several years. They were also created as a result of talking to teachers and noting their comments.

### SECTION D

This section dealt with a self analysis by the teacher. This was designed in an attempt to view the work of Friedman and Rosenman (Packer, 1974) as discussed in Chapter 2 (Psycho-biological aspects of stress) and to see if their classification of two types (A and B) had any relevance in the classification of teachers and their reactions.

## SECTION E

This section was designed to ascertain the attitudes and opinions of the teacher in relation to the school climate, his training, his prospects and to give an overall view of his feelings about the profession and its structure pertaining specifically to him.

## SECTION F

This section gave the teacher the opportunity to 'have a gripe'; to discuss his problems and to offer his opinions of how the profession should be changed, if at all. This section also alleviated the problem of the possibility that some vital questions had been omitted in the opinion of the teacher. It gave the teacher the opportunity to speak, at length, about his own philosophies of education and his place in the system.

It was felt necessary to be able to assess the type of teacher, the sex, age and disposition of that teacher and so the first section became vital for cross reference to later questions. This was considered important in order to calculate if the stress felt by an Assistant Teacher was more, less or different in nature to a teacher in Middle Management or Senior Management. It was also considered that women teachers may be affected in different ways to men. Knowledge of the length of service of the teacher became necessary in order to see if the conditions provoking stress were more or less or different as the teacher became more experienced.

The section headings were formed and then relevant background reading, personal observations and curiosity of the researcher formed the actual questions. The original questionnaire was drafted in the summer of 1983 and 'tested' on twenty teachers, all of whom were colleagues at the time. Their opinions and observations altered the draft in several ways in order to improve certain aspects. Their recommendations and further background reading



resulted in the production of the final draft of the questionnaire which may be seen in Appendix 4.

## 2. Preparation for the Administering of the Questionnaire

The researcher decided to 'test' as many teachers as possible from more than one authority but all from the same locality. Six local Education Authorities were thus chosen to be approached. These were:

Leeds

Doncaster

Kirklees

Bradford

Wakefield

Barnsley.

This decision was taken so that the administering and the collection of the questionnaire would be made easier and the authorities concerned were considered to reflect similar socio-economic groupings. It was noted that the results may possibly reflect this catchment area. The questionnaire was, however, designed to be administered to other areas at a future date and hence provide useful comparative studies.

A letter of introduction was sent to the Chief Education Officer of the six authorities to explain the importance of the questionnaire. The letter included an explanation of the research being undertaken and the Chief Education Officers were invited to check the authenticity of the research project and indeed the researcher. Permission to approach Headteachers in their authority was requested and an invitation to read the questionnaire was given.

Barnsley and Bradford declined to take part in the survey. Kirklees, Wakefield, Leeds and Doncaster requested to see the questionnaire and a copy

was sent to each of the Chief Education Officers as requested for their approval. Two alterations were suggested by one authority and these were made before the questionnaire was finally typed and duplicated. The letter of introduction, as sent to the Chief Education Officers, may be seen in Appendix 1.

When permission to approach Headteachers was granted by the four authorities, a further letter of introduction was sent to all Headteachers of Secondary, Middle and some selected Primary schools in the four authorities through the internal posts of those authorities. The letter of introduction to Headteachers may be seen in Appendix 2.

The letter of introduction explained the level of research being undertaken and explained the purpose of the study. It asked the permission of the Headteacher to administer the questionnaire in his school and requested his support in relation to informing his staff of the procedure required. Each Headteacher was assured of the confidentiality of the survey and was asked to assure his staff in the same way.

Any school that replied, either by letter or by telephone, to the request was contacted to arrange a delivery date for the questionnaire and to ascertain the required number of questionnaires. The name, address and telephone number, with the name of the Headteacher, was recorded. The number of requested questionnaires was also recorded.

At a time convenient to the Headteacher, the questionnaires were delivered to the school. Headteachers were asked to provide a box for the questionnaires in his staffroom so that teachers could collect from and return the questionnaires to this box without fear of their answers being read. A 25% return of questionnaires was hoped for.



### 3. Administering of the Questionnaire

The required number of questionnaires was delivered to all schools taking part in the research and, wherever possible, they were handed to the Headteacher personally. All questionnaires reminded teachers NOT to give their name, school or LEA and assured them of confidentiality. Arrangements were then made with the school for collection of all completed questionnaires and a date was set for this collection.

Several requests for questionnaires to be sent to private addresses were received by telephone or letter and the required number were sent. The home address and telephone number of the researcher had been included in the questionnaire for this eventuality.

The administering of the questionnaire in the individual schools was left to the discretion of the Headteacher but he was requested to allow staff to collect and return the questionnaire to a specific place in the staffroom. Some Headteachers did not adhere to this request and hence private requests were expected. Most Headteachers did, however, adhere to the request.

The questionnaires were collected after allowing two weeks for completion (or longer if specifically requested by the Headteacher). As they were returned, the front cover was removed and the questionnaire was checked to ascertain whether the teacher was male or female. The male and female returns were placed in separate boxes. It was therefore impossible to determine what school or Local Education Authority the questionnaire came from. No questionnaires were read at this time. When all questionnaires had been collected and sorted into male and female categories, they were each allocated a number. Each page of the questionnaire was numbered according to the allocated number of the teacher to ease recording at a later date.

A letter of thanks was sent to the Headteachers of all schools that had taken part in the research and they were promised notification of the outcome of the study. A copy of this letter of thanks may be seen in Appendix 3.

## **CHAPTER FIVE**

### **RESULTS AND TREATMENT OF RESULTS**

#### **1. Treatment of the Questionnaire**

Each questionnaire from a male teacher was numbered 001 -159

Each questionnaire from a female teacher was numbered 166 - 317

The status of each teacher was recorded and listed to show clearly the numbers of Assistant teacher, Middle management and Senior management spread between male and female teachers. This can be seen in Tables 6.1 to 6.4 on page 227.

As two types of answers were to be treated, two types of recording were required.

1. Those requiring a box to be ticked
2. Those requiring written answers

Those requiring a box to be ticked (multi choice) were recorded in table form and those requiring written answers were listed, i.e the comments made by each candidate was taken from the questionnaire with the number of the candidate. They were then separated into male and female; assistant teacher, middle management, senior management.

Large 1cm square paper was used to record the raw data. The candidate number was placed down the left hand side of the paper and the question numbers, with all possible choices of answer, were placed along the top of the paper. A tick was placed to match that of the candidate. The total for each choice was then found and recorded. Raw data thus shows the raw score for male, female and total. These raw scores were then turned into percentage form and these were also recorded for male, female and total. These are the scores included in the tables on pages 201 to 226.



Written answers were then recorded and also sorted into the following categories; Male, Female, Assistant teacher, Middle management, Senior management. Tables were made to show the rank order frequency of comments made for some questions.

Cross reference to any question is possible from the information on the original raw data sheets.

## 2. Results of Multi Choice answers

Each table shows six results;

Male raw score

Female raw score

Total raw score

Male score as a percentage

Female score as a percentage

Total score as a percentage

These are shown as the following headings at the top of each table;

M    F    T    M%    F%    T%

The full question is also shown at the top of each table and the possible choice of answers are listed down the left hand side of the table. In the case of a teacher not wishing to choose any of the available answers, a box was provided and labelled OTHER, PLEASE STATE. These answers are included in the written answer section.

Any figures in the results that were deemed to be of significant proportion are mentioned and discussed in the DISCUSSION SECTION. A percentage score of 40 or more was considered by the researcher to be significant and worthy of further study and comment.

SECTION A: PERSONAL DETAILS

TABLE 1.1: Married or single

	M	F	T	M%	F%	T%
Married	95	96	191	60	63	62
Single	61	47	108	38	31	35

TABLE 1.2: Age group

	M	F	T	M%	F%	T%
Probationer	1	2	3	0.6	1	0.5
21 - 30	23	37	60	15	25	19
31 - 40	79	61	140	50	40	45
41 - 50	40	39	79	25	26	25
Over 50	16	10	26	10	7	8

TABLE 1.3: Length of service (years)

	M	F	T	M%	F%	T%
0 - 5	16	20	36	10	13	12
6 - 15	84	82	166	53	54	54
16 - 25	46	30	76	29	20	25
Over 25	12	8	20	8	5	6

TABLE 1.4: Type of school

	M	F	T	M%	F%	T%
Junior	3	20	23	2	13	7
Middle	27	43	70	17	28	23
Secondary including 11 and 12 year olds	59	50	109	37	33	35
Secondary excluding 11 and 12 year olds	71	50	121	45	33	39



TABLE 1.5: Job classification

	M	F	T	M%	F%	T%
Assistant teacher	53	98	151	33	65	49
Middle management	79	44	123	50	29	40
Senior management	18	9	27	11	6	9
Headteacher	8	0	8	5	0	3

TABLE 1.6: Catchment area of the school

	M	F	T	M%	F%	T%
Lower financial bracket	99	77	176	62	51	57
Middle financial bracket	47	51	98	30	34	32
Higher financial bracket	5	7	12	3	5	4
Extreme of financial brackets	20	24	44	13	16	14
Multi-ethnic intake	15	9	24	9	6	8

TABLE 1.7: Are the parents of your pupils GENERALLY;

	M	F	T	M%	F%	T%
Very supportive	18	20	38	11	13	12
Moderately supportive	99	100	199	62	66	64
Non supportive	43	34	77	27	22	25

TABLE 1.8: Do you consider teaching to be;

	M	F	T	M%	F%	T%
A skilful trade	29	19	47	18	13	15
A profession	133	134	267	84	89	86

TABLE 1.9: Do you consider yourself to be

	M	F	T	M%	F%	T%
Underweight	4	9	13	3	10	4
Correct weight	109	81	190	69	54	61
Overweight	43	61	104	27	40	34

TABLE 1.10: Bearing in mind your weight, are you;

	M	F	T	M%	F%	T%
Tall	56	33	89	35	22	29
Average height	77	82	159	48	54	51
Short	24	36	60	15	24	19

TABLE 1.11: What is your general health

	M	F	T	M%	F%	T%
Good	124	94	218	78	62	70
O.K.	32	56	88	20	37	28
Poor	2	1	3	1	0.6	1

TABLE 1.12: Do you smoke

	M	F	T	M%	F%	T%
More than 30 a day	0	2	2	0	1	0.6
10 - 30 a day	18	24	42	11	16	13
None or below 10 a day	137	125	262	85	83	84



TABLE 1.13: Do you drink alcohol

	M	F	T	M%	F%	T%
Every day	15	9	24	9	6	8
At least 4 days a week	26	25	51	16	16	16
Moderately	105	105	210	66	69	68
Never	11	13	24	7	9	8

TABLE 1.14: Are your hobbies

	M	F	T	M%	F%	T%
Academic and sedentary	90	113	203	57	75	65
Physical and sporty	104	71	175	65	47	56

TABLE 1.15: Are the following people teachers

	M	F	T	M%	F%	T%
Husband	0	39	39	0	26	
Wife	76	0	76	48	0	
Neither	78	108	186	49	71	60

**SECTION B: HISTORY OF HEALTH AND HEALTH RELATED INCIDENTS**

**TABLE 2.1: What part of the day are you 'at your best' at school**

	M	F	T	M%	F%	T%
Morning	131	129	260	82	85	84
Afternoon	36	24	60	23	16	19

**TABLE 2.2: When short tempered at work, who is this with**

	M	F	T	M%	F%	T%
Never	18	10	28	11	7	9
With pupils	125	124	249	79	82	80
With colleagues	34	50	84	21	33	27
With superiors	29	33	62	18	22	20

**TABLE 2.3: Is there a history of any of these illnesses in your family**

	M	F	T	M%	F%	T%
Heart disease	48	41	89	30	27	29
Cancer	29	42	71	18	28	23
Stomach disorders	22	18	40	14	12	13

**TABLE 2.4: Have you consulted your doctor (or other such people) for;**

	M	F	T	M%	F%	T%
Excessive drinking	0	1	1	0	0.6	0.3
Smoking	2	2	4	1	1	1.3
Weight problems	3	11	14	2	7	4
Drug use	1	3	4	0.6	2	1.3



TABLE 2.5: In the average term, do you suffer from any of these AT LEAST 3 TIMES

	M	F	T	M%	F%	T%
Sleeplessness	64	77	141	40	51	45
Twitching of the eyes	15	25	40	9	16	13
Tearfulness	4	49	53	2	32	17
Loss of voice	8	22	30	5	14	10
Loss of weight	3	3	6	2	2	2
Cold sweats	11	10	21	7	7	6

TABLE 2.6: When you feel 'under the weather' at work, does it affect you in any of the following ways

	M	F	T	M%	F%	T%
Cynicism	57	42	99	36	28	32
Pessimism	56	48	104	35	32	33
Irritability	92	102	194	58	67	63
Moodiness	41	38	79	26	25	25
Forgetfulness	41	53	94	26	35	30
Social withdrawal	44	58	102	28	38	33
Loss of interest in work	73	70	143	46	46	46

TABLE 2.7: Does teaching make you feel any of the following, more than 3 times a week

	M	F	T	M%	F%	T%
Bad tempered	49	56	105	31	37	34
Panicky	8	18	26	5	12	8
Apathetic	19	13	32	12	9	10
Inadequate	28	44	72	18	29	23
Depressed	40	34	74	25	22	24
Emotionally exhausted	47	87	134	29	58	43

**TABLE 2.8: Do the following deteriorate when you feel 'below par' at work**

	M	F	T	M%	F%	T%
Work performance	90	86	176	57	57	57
Relationships with pupils	87	70	157	55	46	51
Relationships with colleagues	37	29	66	23	19	21
Relationships with superiors	27	19	46	17	12	15
Confidence in yourself	66	73	139	41	48	45
Clarity of thought processes	87	88	175	55	58	56
Relationships with people at home	87	85	172	55	56	55

**TABLE 2.9: When you suffer headaches, are they usually**

	M	F	T	M%	F%	T%
At work	37	58	95	23	38	31
At home	75	71	146	47	47	47

**TABLE 2.10: When faced with an annoying situation at work, do you feel any of these**

	M	F	T	M%	F%	T%
Increased heartrate	63	63	126	40	42	41
Trembly	37	35	72	23	23	23
Sweaty	24	24	48	15	16	15
Red in the face	26	42	68	16	28	22
Others	20	19	39	12	12	12



TABLE 2.11: Have any of the following caused you reason for concern

	M	F	T	M%	F%	T%
Body rashes	14	22	36	9	14	12
Heartburn	11	6	17	7	4	5
Indigestion	23	16	39	14	10	12
Backache	42	45	87	26	30	28
Stomach Ulcers	5	5	10	3	3	3
Migraine	18	29	47	11	19	15

TABLE 2.12: On a 'bad day' do you ever feel

	M	F	T	M%	F%	T%
An inability to relax	98	98	196	62	65	63
Suspicious of colleagues	29	31	60	18	20	19
Suspicious of pupils	27	20	47	17	13	15
Reluctant to accept criticism	42	53	95	26	35	31
Incapable of concentration	65	59	124	41	39	40
Unable to cope	26	41	67	16	27	22

TABLE 2.13: Do you ever consider leaving teaching if you could match salary etc

	M	F	T	M%	F%	T%
Yes	72	49	121	45	32	39
No	23	45	68	14	30	22
Sometimes	46	47	93	41	31	36

TABLE 2.14: At work, do you ever feel

	M	F	T	M%	F%	T%
Over excited	29	34	63	18	22	20
Frightened of your feelings	21	24	45	13	16	14

TABLE 2.15: During a lesson, do you ever find yourself

	M	F	T	M%	F%	T%
Sighing	58	60	118	36	40	38
Feeling dizzy	18	27	45	11	18	14
Day dreaming	47	38	85	29	25	27
Others	16	16	32	10	10	10

TABLE 2.16: Have you noticed any of the following in yourself

	M	F	T	M%	F%	T%
Laughter less frequent	48	49	97	30	32	31
Reduced concentration span	43	33	76	27	22	24
Increased sensitivity to noise	75	86	161	47	57	52
Inability to make decisions	30	28	58	19	18	19
Heart palpitations	14	31	45	9	20	14
Sweating	20	21	41	12	14	13
Reduced bladder control	8	12	20	5	8	6
Reduced bowel control	7	10	17	4	7	5



TABLE 2.17: Do you take sleeping pills

	M	F	T	M%	F%	T%
Never	147	125	272	92	83	88
Sometimes	4	11	15	2	7	5
Frequently	0	2	2	0	1	0.6
Very often	0	3	3	0	2	0.6
Less during a school holiday	2	6	8	1	4	2

TABLE 2.18: Have you taken up an activity that requires TOTAL dedication and is very time consuming eg religion, politics, higher education etc.

	M	F	T	M%	F%	T%
Yes	58	45	103	36	30	33
No	93	95	188	58	63	61

TABLE 2.19: What is your rate of absenteeism per term

	M	F	T	M%	F%	T%
0 - 3 days	150	133	283	94	87	91
4 - 10 days	8	16	24	5	10	8
More than 10 days	0	2	2	0	1	0.6

TABLE 2.20: When absent, is the duration normally

	M	F	T	M%	F%	T%
One day	103	96	199	65	63	64
3-5 days	32	31	63	20	20	20
More than 1 week	3	5	8	2	3	2

TABLE 2.21: Do you ever take time off work when you are not really ill

	M	F	T%	M%	F%	T%
Never	141	132	273	89	87	88
Sometimes	15	18	33	9	12	11
Often	1	0	1	0.6	0	0.6

TABLE 2.22: Is your patience better during holiday times

	M	F	T	M%	F%	T%
Yes	113	110	223	71	73	72
No	19	14	33	12	9	11
Don't know	26	26	52	16	17	17



**SECTION C: EVERYDAY INCIDENTS****TABLE 3**

		M	F	T	M%	F%	T%
1.	Pupil verbal abuse	43	39	82	27	25	26
2.	Large classes	13	8	21	8	5	7
3.	Physical abuse from pupils	59	58	117	37	38	38
4.	Verbal abuse from parents	73	71	114	46	47	47
5.	Ridicule or abuse from superiors	81	76	157	50	50	50
6.	Long working hours	32	31	63	20	20	20
7.	Low salaries compared with other professions	76	64	140	48	42	45
8.	Interruptions to lessons	2	7	9	0	5	3
9.	Covering for absent colleagues	16	21	37	10	14	12
10.	Heavy marking load	26	25	51	16	16	16
11.	Too much paperwork eg form filling, reports	38	27	65	24	18	21
12.	Mixed ability teaching	13	11	24	8	7	7
13.	Range of ability levels eg 'A' level before break Remedial after break	5	4	9	3	3	3
14.	Being constantly 'on stage' in the classroom - unable to be quiet and alone if you so wish	10	5	15	6	3	4
15.	Supervision at breaktime	12	9	21	7	6	7
16.	Supervision at lunchtime	17	22	39	11	14	12
17.	Being 'expected' to be involved in out of school activities	25	15	40	16	10	13
18.	Meeting of deadlines eg reports, exams	15	9	24	9	6	7
19.	Carrying of books and equipment up and down stairs and long distances	10	16	26	6	10	8
20.	Lack of confidence in superiors relating to pupil discipline	42	54	96	26	36	31
21.	Working in dirty surroundings	34	49	83	21	32	26
22.	Smell of children	5	13	18	3	9	6
23.	Working in draughts	14	24	38	9	16	12
24.	Working in dismal conditions	29	41	70	18	27	23

	M	F	T	M%	F%	T%
25. Poor furniture - vandalism	48	53	101	30	35	33
26. High noise level from children	34	40	74	21	26	24
27. High noise levels from other classrooms	19	22	41	12	14	13
28. High noise levels from outside school	10	16	26	6	10	8
29. High noise levels from school bells	6	9	15	4	6	5
30. Form teacher responsibilities	7	3	10	4	2	3
31. No time to relax between lessons	16	25	41	10	16	13
32. No time for individual attention to pupils	37	51	88	23	34	28
33. Routine	3	8	11	2	5	3
34. Lack of recognition for hard work and flair	63	77	140	40	51	45
35. School too large	15	10	25	9	7	8
36. Teaching a subject for which you have not been trained for	14	29	43	9	19	14
37. Teaching 'new and innovative' course (eg computers, statistics, life skills) without sufficient training	25	42	67	16	28	22
38. Disciplinary policy of the school	37	42	79	23	28	25
39. Covering 'unfamiliar' classes of low ability and obvious indiscipline	21	34	55	13	22	16
40. Covering for teachers or superiors who are not absent but who are in meetings etc.	30	22	52	19	14	17



**TABLE D: SELF ANALYSIS****TABLE 4**

	M	F	T	M%	F%	T%
1. Intensive drive	39	26	65	24	17	21
2. Easy going	97	73	170	61	48	54
3. Aggressive	28	29	57	18	19	18
4. Hard to make angry	82	57	139	51	38	45
5. Very ambitious	24	13	37	15	9	12
6. Not preoccupied with achievement	56	61	117	35	40	37
7. Highly competitive	40	31	71	25	20	23
8. Not very competitive	50	55	105	31	36	34
9. Pit yourself against the clock	35	43	78	22	28	25
10. Not driven by the clock	32	51	83	20	34	27
11. Very hard working	96	108	204	60	71	66
12. Enjoy leisure	130	111	241	82	73	78
13. Restless	49	42	91	31	28	29
14. Seldom becomes impatient	45	28	73	28	18	23
15. A perfectionist	54	60	114	34	40	37
16. Reasonable	126	95	221	79	63	71
17. Smokes cigarettes	23	34	57	14	22	18
18. Smokes a pipe	16	0	16	10	0	5
19. You have an air of hostility that can make people nervous	28	17	45	18	11	14
20. Brisk, decisive self confidence	45	35	80	28	23	25
21. Slow speaker	12	9	21	7	6	7
22. Do not linger over meals	101	75	176	63	50	57
23. Make mealtime a social occasion	26	42	68	16	28	22
24. Often hard to get along with	16	17	33	10	11	10
25. Sociable	96	99	195	60	65	63
26. Go to bed early, not much time for socialising	30	39	69	19	26	22
27. Stay up late generally	73	70	143	76	46	61

TABLE 4.28: Are you an

	M	F	T	M%	F%	T%
Introvert	73	64	137	76	42	59
Extrovert	66	65	131	41	43	42

TABLE 4.29: Would you prefer to be

	M	F	T	M%	F%	T%
An eagle living on top of a mountain	116	110	226	73	73	73
A seal living in the sea	20	26	46	12	17	15



SECTION E: GENERAL OPINIONS

TABLE 5.1: Do you think your college equipped you well enough for your job as a teacher

	M	F	T	M%	F%	T%
Yes	42	57	99	26	38	32
No	110	85	195	63	56	60

TABLE 5.2: Would you enter teaching again knowing what you know now

	M	F	T	M%	F%	T%
Yes	82	91	173	51	60	56
No	68	51	119	43	34	38

TABLE 5.3: Has teaching become

	M	F	T	M%	F%	T%
More demanding	152	135	287	95	89	92
Less demanding	6	5	11	4	3	3

TABLE 5.4: Do you find teaching to be a satisfying job

	M	F	T	M%	F%	T%
Yes	118	101	219	74	66	70
No	42	52	74	26	21	23

**TABLE 5.5: Do you look forward to a free lesson**

	M	F	T	M%	F%	T%
To relax	68	57	125	43	38	40
Get away from the pupils	38	41	79	24	27	26
Catch up on marking etc	133	112	245	84	74	79
Socialise with staff	31	37	68	19	24	22
Discuss and develop better ideas	40	38	78	25	25	25
Others	17	17	34	11	11	11

**TABLE 5.6: Do you resent teachers who have a considerable amount of time off work**

	M	F	T	M%	F%	T%
Yes	96	81	117	60	54	57
No	29	29	58	18	19	18
Only if I have to cover	28	40	68	18	26	22

**TABLE 5.7: Do you consider that teachers should be consulted when major educational changes are being considered**

		M	F	T	M%	F%	T%
By the government	yes	145	140	285	91	93	92
	no	10	4	14	6	3	5
By the LEA	yes	153	147	300	96	97	96
	no	3	1	4	2	0.6	1
By your school	yes	157	146	303	99	97	98
	no	0	0	0	0	0	0

**TABLE 5.8: Should pay automatically be increased when different job specifications alter eg ROSLA, Introduction of comprehensive education, Reorganisation**

	M	F	T	M%	F%	T%
Yes	94	67	161	59	44	51
No	57	64	121	36	42	39

**TABLE 5.9: Would you like to see the school, as an organisation, run on more democratic lines eg a board of experienced teachers and/or administrators**

	M	F	T	M%	F%	T%
Yes	88	97	161	59	44	51
No	61	38	99	38	25	31

**TABLE 5.10: Is there room for professional administrators in school management**

	M	F	T	M%	F%	T%
Yes	105	86	191	66	57	61
No	47	44	91	29	29	29

**TABLE 5.11: Tick any of the following that you consider weaknesses in your school**

	M	F	T	M%	F%	T%
Care of probationers	33	36	69	21	24	22
Help and advice for teachers	41	59	100	26	39	33
Innovation and new ideas	56	50	106	35	33	34
Career prospects	105	102	207	66	67	67



**TABLE 5.12:** Tick any of the following that you consider weaknesses in your LEA

	M	F	T	M%	F%	T%
In service courses	32	36	68	20	24	22
Support from advisors	67	70	137	42	46	44
Training for management	56	41	97	35	21	28
Career prospects	108	87	195	68	58	63
Resources	79	56	135	50	37	44
Co-operation	38	45	83	24	30	27

**TABLE 5.13:** Education should be privatised with teachers having an automatic share in the school they work in. Should this statement be considered as a possibility

	M	F	T	M%	F%	T%
Yes	18	15	33	11	10	10
No	135	122	257	85	81	83

**TABLE 5.14:** Do you consider that a teacher has enough 'perks'

	M	F	T	M%	F%	T%
Yes	30	39	69	19	26	23
No	119	96	215	75	63	69

**TABLE 5.15:** Is teaching what you expected it to be when you trained

	M	F	T	M%	F%	T%
Yes	59	67	126	37	44	41
No	95	83	178	60	55	58

**TABLE 5.16:** In what order do you consider the following to be deteriorating

	M	F	T	M%	F%	T%
Working conditions	9	15	24	6	10	8
Salary	50	21	71	31	14	23
Job prospects	32	47	79	20	31	25
Enjoyment of teaching	19	19	38	12	12	12
Confidence in superiors	3	3	6	2	2	2

**TABLE 5.17:** Of all the things that annoy you at work, which gives you the most annoyance

	M	F	T	M%	F%	T%
Facilities	45	46	91	28	30	39
Pupils	52	42	94	33	28	30
Management	38	39	77	24	26	25
Colleagues	30	24	54	19	16	18

**TABLE 5.18:** At break and lunch times would you prefer to be

	M	F	T	M%	F%	T%
In the staffroom	76	98	174	48	65	56
In your classroom	26	23	49	16	15	15
Out of school	35	26	61	22	17	19
In a meeting	2	4	6	1	3	2
Other	18	9	27	11	6	8

**TABLE 5.19: In whose eyes do you most feel the need to be a good teacher**

	M	F	T	M%	F%	T%
The pupils	85	90	175	52	60	56
The parents	25	20	45	16	13	15
Colleagues	27	29	56	17	19	18
Superiors	20	25	45	12	16	14
Own family	6	10	16	4	7	6
Yourself	101	103	204	63	68	66
None of these	4	1	5	2	0.6	2

**TABLE 5.20: Would you liken a school to**

	M	F	T	M%	F%	T%
A hospital	26	19	45	16	12	14
A factory	36	13	49	23	9	16
A prison	14	20	34	9	13	10
Other	31	27	58	19	18	18

**TABLE 5.21: Do you think that management should be specifically trained as in commerce, industry etc**

	M	F	T	M%	F%	T%
Yes	107	101	208	67	67	67
No	37	36	73	23	24	23



**TABLE 5.22: What is your attitude to your senior management. Do you**

	M	F	T	M%	F%	T%
Like them as people/Respect them as superiors	83	75	158	52	50	51
Like them as people/Have little respect as superiors	48	58	106	30	38	34
Dislike them as people/ Have little respect as superiors	13	7	20	8	5	7
Dislike them as people/Respect them as superiors	7	5	12	4	3	4

**TABLE 5.23: Are you sure of your own role in your school**

	M	F	T	M%	F%	T%
Yes	124	106	230	78	70	74
No	34	42	76	21	28	25

**TABLE 5.24: Are you sure of everyone else's role in your school**

	M	F	T	M%	F%	T%
Yes	67	50	117	42	33	37
No	89	93	182	56	61	59

**TABLE 5.25: Are the areas of responsibility of the senior management team clearly defined**

	M	F	T	M%	F%	T%
Yes	96	80	176	60	53	56
No	56	64	120	35	42	38

**TABLE 5.26: Do you prefer to work for a head that**

	M	F	T	M%	F%	T%
Dictates	11	4	15	7	3	5
Consults	135	128	263	85	85	85
Delegates	36	30	66	23	20	22
Cajoles	17	2	19	11	1	6

**TABLE 5.27: Do you think management should come from**

	M	F	T	M%	F%	T%
Pastoral heads	23	28	51	14	18	16
Departmental heads	33	33	66	21	22	21
Either	92	69	161	58	46	52
Neither	10	8	18	6	5	6

**TABLE 5.28: Should extra non teaching time be allocated to people with extra responsibilities**

	M	F	T	M%	F%	T%
As well as extra salary	126	108	234	79	71	75
Instead of extra salary	22	24	46	14	16	15

**TABLE 5.29: Is the chain of command in your school**

	M	F	T	M%	F%	T%
Efficient	21	19	40	13	12	13
Satisfactory	90	85	175	57	56	57
Below average	13	13	26	8	9	8
Poor	13	13	26	8	9	8
Non existent	2	3	5	1	2	2

**TABLE 5.30: Do you consider a deputy headship should be**

	M	F	T	M%	F%	T%
A stepping stone to headship	90	88	178	57	58	57
An end in itself	69	48	117	43	32	37

**TABLE 5.31: Should the pastoral needs of a school be dealt with by**

	M	F	T	M%	F%	T%
A vertical house system	24	24	48	15	16	16
A horizontal year system	101	75	176	63	50	57
A qualified, non teaching counselling department	31	27	58	19	18	18
Other	5	9	14	3	6	5

**TABLE 5.32: Do you ever suffer from conflicts of role eg pastoral, departmental, house responsibilities, working parties etc**

	M	F	T	M%	F%	T%
Yes	61	57	118	38	38	38
No	88	75	163	55	50	52

**TABLE 5.33: Who do you think sets the 'climate' in your school**

	M	F	T	M%	F%	T%
Management	81	67	148	51	44	48
Teachers	79	71	150	50	47	49
Pupils	39	39	78	24	26	25
Others	6	0	6	4	0	2



**TABLE 5.34: Should refresher courses for teachers be compulsory (during school time)**

	M	F	T	M%	F%	T%
No	16	6	22	10	4	7
Every 2 years	46	45	91	29	30	30
Every 5 years	86	89	175	54	59	57
Every 10 years	6	7	13	4	5	4

**TABLE 5.35: Does the share out of responsibility allowances reflect the competence of the holders in your school**

	M	F	T	M%	F%	T%
Yes	21	40	61	13	26	20
No	125	97	222	79	64	71

**TABLE 5.36: How do you get your work problems and frustrations 'out of your system'**

	M	F	T	M%	F%	T%
Talking with a partner	65	87	152	41	58	50
Involvement in sport	57	25	82	38	16	27
Talking with colleagues	85	97	182	53	64	58
Talking with family	49	63	112	31	42	37
Involvement with hobbies	61	36	97	38	24	31
Talking with friends	47	61	108	23	40	31

**TABLE 5.37: Does being unsure of the role of your superiors cause you frustration**

	M	F	T	M%	F%	T%
Yes	67	70	137	42	46	44
No	84	62	146	53	41	47

**TABLE 5.38: Does being unsure of your role conflict with others**

	M	F	T	M%	F%	T%
Yes	40	29	69	25	19	22
No	105	98	203	66	65	65

**TABLE 5.39: What factor motivates you the most. Please tick one only**

	M	F	T	M%	F%	T%
Chance of promotion	16	6	22	10	4	7
Self fulfilment and pride	71	64	135	45	42	43
Real interest in the children	64	82	146	40	54	47
Other	16	0	16	10	0	7

**TABLE 6.1: To show spread of male and female in posts of Assistant Teacher**

MALE	54	FEMALE	98
------	----	--------	----

**TABLE 6.2: To show spread of male and female in posts of Middle Management**

MALE	80	FEMALE	43
------	----	--------	----

**TABLE 6.3: To show spread of male and female in posts of Senior Management**

MALE	18	FEMALE	9
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**TABLE 6.4: To show spread of male and female in posts of Headteacher**

MALE	8	FEMALE	0
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3. Written answers

Any question requiring a written comment, either in full or as part of a multi choice question, was treated separately. All comments were recorded, with the number allocated to the individual teacher. They were then sorted into; Senior Management Male

Senior Management Female

Middle Management Male

Middle Management Female

Assistant Teacher Male

Assistant Teacher Female

Information from these answers have been tabulated and the tables may be seen on Page 428.

Written answers are from the following questions:

B 25	C 41	E 5	F 1
B 30		E 18	F 2
B 33		E 19	F 3
B 36		E 21	F 4
B 37		E 28	
B 39		E 29	
		E 30	
		E 34	
		E 35	
		E 36	
		E 38	
		E 39	
		E 42	

B 25

**When faced with an annoying situation at work do you feel; others**

**SENIOR MANAGEMENT      FEMALE**

- 315**      Temptation to distance myself completely.  
**237**      Need to right situation. Increase worry.

**SENIOR MANAGEMENT      MALE**

- 114**      Irritated.  
**60**      Nausea.  
**35**      Cool and detached.  
**9**      Frustration.

**MIDDLE MANAGEMENT      FEMALE**

- 250**      Extra tired.  
**221**      Head pressure.  
**204**      Tense.  
**181**      Impatient. Tense.

**MIDDLE MANAGEMENT      MALE**

- 140**      Frustrated.  
**112**      Necessity to take deep breaths.  
**106**      Can't read my hurried scribble if I am making notes.  
**80**      Just tense.  
**65**      Anxiety.  
**63**      Angry.  
**62**      Muscular tension in hands.  
**33**      Dry throat. Stammer.

- 18 Swear and calm them down. Trembly in extreme cases.  
8 Frustrated inwardly.

ASSISTANT TEACHERFEMALE

- 316 Body becomes tense and voice strained.  
293 Nervous as though about to take an exam.  
279 Tension. Frustration.  
274 Headache.  
269 Tearful.  
240 Angry.  
208 Frustration.  
205 Quick temper.  
201 Temper flares and I shout.  
199 Frustration.  
185 Anger which quickly passes.  
183 Unsure what to do.

ASSISTANT TEACHERMALE

- 126 Frustrated.  
99 Tense.  
79 Irritability.  
77 Anger.  
42 Depressed.  
31 Angry.  
16 Moderate increased heartrate. Frustrated.



B 30

During a lesson do you ever find yourself; others

SENIOR MANAGEMENT      FEMALE

315      Lessons tend to be a blessed relief from pushing at immovable situations in the administration side.

308      Frustrated with pupils progress.

SENIOR MANAGEMENT      MALE

114      Lose interest.

9      Thinking about other jobs within school which must be done soon.  
Reminding myself of messages to be passed on etc.

MIDDLE MANAGEMENT      FEMALE

297      Losing train of thought

261      Tired.

250      Thinking of home problems.

235      Stimulated.

220      Questioning the value of what I'm doing, thinking "here we go again".

MIDDLE MANAGEMENT      MALE

106      Yawning.

104      Teaching in a frenzy while overcompensating for exhaustion.

73      Yawning.

65      Anxiety.

48      Tired.

5      Tired.

ASSISTANT TEACHERFEMALE

- 300 Clockwatching.
- 294 Yawning.
- 293 Clockwatching
- 279 A feeling of being outside oneself - aware of what is going on but from a great distance.
- 207 Not quite 'with it'.
- 194 Watching the clock.
- 185 Feeling tired sometimes.
- 183 Annoyed.
- 167 Bored.

ASSISTANT TEACHERMALE

- 156 Tired. Stifling yawns.
- 131 Thinking about other work.
- 90 Yawning.
- 86 Dozy
- 72 Ear buzzing
- 70 Yawning.
- 61 Bored and sighing.
- 49 Looking at my watch.
- 31 Thinking.

B 33

**Have you taken up an activity that requires TOTAL dedication and is very time consuming.**

**SENIOR MANAGEMENT      FEMALE**

- 315**      Music. Entertaining. Garden. Travel.
- 271**      Dip. Ed. Part Time B.Ed.
- 267**      Dog ownership.
- 237**      Fostering.
- 175**      Now abandoned due to a thesis.

**SENIOR MANAGEMENT      MALE**

- 93**      Church responsibilities.
- 81**      Sports. National organisation.
- 24**      Jogging - 5/6 days a week.
- 21**      Amateur theatre now insufficient time.
- 3**      Drama group.

**MIDDLE MANAGEMENT      FEMALE**

- 286**      Guide commissioner.
- 261**      Family. Sick parents.
- 256**      Degree.
- 255**      Long distance running.
- 254**      Dog breeding. Showing and judging.
- 250**      Church warden.
- 243**      Religion
- 239**      Degree.
- 233**      Breaking and schooling ponies for the show ring.



- 231 Higher education. Horses.
- 228 Church.
- 223 Drama.
- 217 OU degree.
- 210 Family.
- 191 City and Guilds Higher Diploma
- 179 OU degree.
- 169 OU degree while teaching. MSc secondment 1 year. 'A' level while teaching.

MIDDLE MANAGEMENTMALE

- 154 Choral conducting.
- 148 Music. Snooker.
- 140 Motor vehicle restoration.
- 135 Politics.
- 125 Running marathons.
- 123 Family.
- 119 Parenthood.
- 109 Music.
- 106 OU degree. Church house group.
- 104 Playing musical instruments.
- 103 Higher degree. Diploma.
- 92 Church requiring input of creative energy 10 hours per week.
- 76 Angling.
- 73 OU degree.
- 68 Nightschool.
- 65 Diocesan Justice and Peace Commission.
- 64 Climbing. MA.

- 62 MA. Pacifist organisation.
- 54 MEd. Piano diploma.
- 51 Politics.
- 46 Lay preacher.
- 37 Higher education.
- 34 Amateur acting - lead roles and school.
- 29 Watching TV. Car tinkering.
- 28 Offshore cruising.
- 27 Music. Snooker.
- 26 Sport - total dedication - full marathons.
- 19 Music.
- 8 Running gym club. Chief coach and organiser.
- 2 Sub aqua diving. Rugby.
- 1 Painting. Drawing. DIY. Higher education. Gardening.

ASSISTANT TEACHERFEMALE

- 313 Aerobics. Jazz dance. Keep fit; tension release.
- 309 Further degree.
- 305 OU degree.
- 300 Keep fit. Amateur dramatics.
- 294 Various sports.
- 292 During 1983 I was in my final year of an OU Honours degree. Reasons for the course; higher salary, specialise in one area of my subject, 'top up' my very scant education at TT college.
- 287 Writing.
- 285 Learning German night school and private lessons.
- 281 Church work involving teaching and drama. Choir work. Flower arranging. Public speaking. Bible study.

- 266 OU degree.
- 259 OU degree.
- 252 Given up. It was a stress I could well do without.
- 248 Religion. Certainly demanded my total dedication.
- 236 University course.
- 226 OU degree.
- 225 OU degree.
- 208 Swimming. Running. Spiritual involvement.
- 207 Haven't the time.
- 201 Cake decorating.
- 196 Practice my faith. Courses in connection with job.
- 195 Calligraphy. Hiking.
- 188 Higher education.
- 174 Keep fit.
- 170 OU work. Justic and peace work.

ASSISTANT TEACHERMALE

- 150 No energy left.
- 147 Writing novels and poetry. Listening to music, plays etc.
- 146 Voluntary work for Christian Aid and as a reader.
- 145 Competitive badminton.
- 141 Community work.
- 139 OU degree.
- 126 Family.
- 99 Committee work. Publicity officer for choral group.
- 98 Spare time business venture.
- 87 Teaching FE - rewarding financially.
- 78 Politics



- 77 Educational research.
- 74 Religion.
- 72 Playing chess.
- 69 Degree.
- 50 OU
- 45 Athletics
- 31 Playing games.
- 30 Computer course - qualifications.
- 16 Higher education. BEd. MEd.
- 10 OU

B 36

Do you ever take time off work when you are not really ill; Often, please explain.

ASSISTANT TEACHER

FEMALE

216 When children ill.

ASSISTANT TEACHER

MALE

87 Many psycho-somatic absences.

78 Politics.

B 37

Please list as many ailments AS YOU CAN REMEMBER that you have suffered over the last 18 months even if time off work has not been taken. It would be helpful if you could specify ailments that are directly attributable to your working environment eg accidents at work, germs going round school etc.

SENIOR MANAGEMENTFEMALE

- 315 Virus infection 1 month. Cancer operation.
- 308 Cold.
- 271 Viruses. Migraine. Kidney infection. Menopause complaints.
- 267 Heavy cold. Tummy bug.
- 237 Dysentry - everyone had it. Bad hypo - could be stress, makes me late. Cold.
- 203 Colds. Flu.
- 168 Flu.

SENIOR MANAGEMENTMALE

- 155 Sore throat. Flu. Germs round school.
- 138 Colds. Flu. Stiff shoulder. Backache. Throat infection.
- 121 Colds. Sore throat - school infections. Stomach upsets. Phlebitus.
- 117 Colds.
- 115 Sore throat.
- 111 Backache. Headache.
- 93 Virus from school.
- 81 Sore throat. Flu.
- 67 Colds. Flu. Exhaustion.
- 60 Coughs. Colds.
- 53 Colds. Back trouble.



- 43 Backache. Food poisoning. Flu.
- 38 Cold. Sore throat. Cough.
- 25 Colds. Flu.
- 21 Colds from pupils.
- 20 Tonsilitus. Throat problems.
- 13 Flu. Back pains. Colds.
- 11 Rheumatoid arthritis. Severe chest pains.
- 9 Cold.
- 3 Backache. Colds.

MIDDLE MANAGEMENTFEMALE

- 310 Sore throat. Upset stomach - germs going round school.
- 297 Colds. Flu. Stomach upsets.
- 296 Blood pressure. Sickness and diarrhoea. Flu. Sore throat. Colds.
- 288 Tummy bug going round. Bad headaches. 4 months off with very bad eruption of CDLE (chronic discoid lupus erithimatosi) caused by stress. LGI.
- 286 Cystitis.
- 278 Virus. Colds. Flu. Urine infection. Spastic colon.
- 275 Pharyngitis. Flu.
- 261 Cold. Nervous breakdown.
- 256 Back ailments. Migraine. Flu. Glandular fever. All from school.
- 254 Stomach upsets. Sore throat. Severe depression. Neuralgia in winter.
- 250 Flu. Abscesses.
- 243 Virus infection.
- 239 Stitches in lip - assault by child. Nerve severed in teeth leading to extraction after repeated abscesses.
- 235 Backache

- 234 Laryngitis.
- 233 Migraine - near end of term - always near Xmas, other times if pressure great. Appendicitis. Deep vein thrombosis, pulmonary embolisms. Cystitis - run down due to overwork.
- 230 Fungal rash. Iritis (black spots on the iris). Vaginal infection.
- 228 Problems arising from menopause. I have noticed pressures of work more since. Gastric upset - school. Both legs injected for varicose veins - directly brought about by too much standing at work. Supposed to walk or sit, not stand but no quarter given in teaching course.
- 223 Heavy cold. Loss of voice. Recent development of Irritable Bowel Syndrome. Pulled back muscle. Sinus headaches.
- 222 Colds - from school. Abscesses. Cystitis. Ear infection. Stomach upsets from school.
- 220 Colds. Bad cough.
- 218 Laryngitis. Upset stomach.
- 217 Colds.
- 215 Flu type virus - round school. Tummy bug - round school.
- 213 Colds. Loss of voice. Migraine.
- 212 Flu. Gastric flu.
- 210 Cold. Stiff neck.
- 204 Colds. Sore throat. Eczema. Torn thigh muscle.
- 202 Migraine. Tension headaches. Fibrositis.
- 198 Coughs. Colds.
- 191 Pharyngitis - germs at school. Inflammation of optic nerve resulting in lack of sight in one eye. Disc deterioration in back (long standing ailment). Menstrual disorders including small operation. Arthritis of the hip.
- 190 Colds. Tummy bugs - germs going round school.

- 186      Sickness/diarrhoea. Cold. Viral anthropathy. Badly bruised ribs and legs - fall at school. Flu.
- 181      Cold.s
- 179      Back trouble. Coughs. Colds.
- 175      Virus infection.
- 169      Heavy cold. Cough.

MIDDLE MANAGEMENT      MALE

- 158      Flu. Severe back pain.
- 157      Hiatus Hernia.
- 154      Migraine. Colds. Flu.
- 153      Bronchitus.
- 148      Flu.
- 144      Chest infection.
- 143      Back pain. Conjunctivitis. Cold.
- 142      Cold. Flu. Back trouble.
- 137      Chicken pox. Flu.
- 136      Bronchitus. Eczema.
- 135      Flu.
- 133      Throat infection. Sickness.
- 131      Sore throat - school. Run down.
- 130      Colds. Sore throat.
- 129      Colds.
- 127      Sore throat. Cold. Backache.
- 125      Tendency to cough which necessitates drinking water to recover sufficiently to continue teaching.
- 123      Torn ankle ligaments - caused during a coaching session with a team.
- 122      Colds from pupils. Flu.



- 120 Colds. Flu. Virus.
- 119 Coughs. Colds. Flu. Stomach upset.
- 113 Accident at work.
- 112 Asthma.
- 110 Colds.
- 106 Sore throats. Cough. Catarrh. Colds. Aches and pains - bugs from children. Rheumatism - never had it in hadn before working in present school - very cold and damp in school.
- 104 Colds from school. Toral exhaustion at end of term leading to being knocked down by what otherwise might be minor bugs.
- 103 Gastric flu. Colds.
- 102 Sore throat. Colds.
- 92 Flu. Colds. Dizziness.
- 91 Sore throat. Flu. Bronchial catarrh.
- 89 Respiratory infection - school.
- 88 Colds. Stomach bugs. Migraine.
- 80 Colds.
- 73 Many ailments symptomatic apparently of depression for which I receive treatment.
- 68 Colds. Bronchitus.
- 66 Backache. Colds. Flu. Stomach bug. Sore throat. Headaches - school.
- 65 Nervous exhaustion - overwork and stress at school. Trying to do a lot out of school. Stopped most of school activities.
- 64 Colds. Eczema. Tired bug.
- 63 Sciatica.
- 62 Colds. Hepatitis.
- 59 Headaches. Shoulder pains. Flu. Gastric flu.

- 58 Colds.
- 56 Laryngitis.
- 55 Kidney stones. Bladder tumours.
- 54 Colds. Seem to have less resistance after secondment. Series of virus infections ending stuck in middle ear - continuous problems since.
- 48 Colds. Flu. Accident on bike on way home from work.
- 47 Colds. Diarrhoea.
- 46 Cartilage operation.
- 41 Flu. Backache - directly related to pressure at work.
- 40 Fungal infection due to sweat rash.
- 37 Colds. Flu.
- 36 Colds.
- 34 Back trouble. Colds.
- 33 Colds. Flu - school. Gastro enteritis - school.
- 29 Colds. Migraine.
- 28 Food poisoning. Trapped nerves. Twisted ankles. Septic throat and coryza.
- 27 Scabies. Pulled back.
- 26 Colds. Pulled muscle. Stomach upset. Most occur at end of term/start of holiday.
- 23 Colds. Flu.
- 19 Colds.
- 18 Persistent colds.
- 17 Allergies. Stomach disorders.
- 15 Throat infections. Sickness.
- 14 Virus infections. Colds.
- 8 Sore throat. Colds frequent. Thank the kids for head lice - it made my Xmas. Upset stomach.

- 7 Colds.
- 6 Sore throat. Colds.
- 5 Dust allergy.
- 2 Upper respiratory irritation. Sinusitis. Colds.
- 1 Appendix.

ASSISTANT TEACHERFEMALE

- 316 Throat infection resulting in loss of voice. Serious stomach; couldn't eat for three days, other staff also suffered. Strained back muscle - lifting books. Headaches. Loss of bladder control.
- 314 Colds. Problem with sight - due to late exam marking.
- 313 Nausea - fumes from heating system. Hay fever - dust in working environment. Laryngitis. Tonsillitis. Colds. Sore throat - germs from working environment.
- 312 Skin rash. Headaches.
- 309 Virus after virus (sore throat, stomach upset).
- 307 Head colds - usually picked up at school. Headaches.
- 306 Cold. Sore throat. Bad chest. Sinusitis.
- 305 Rubella. Bronchitis. Gastric flu.
- 303 Back trouble. Severe flu - 5 week absence. Throat infection prevalent among children. Vertigo.
- 302 Sciatica. Upset stomach - school germ.
- 301 Flu.
- 300 Colds. Backache. Sciatica
- 299 Colds. Headaches. Total weariness main problem.
- 298 Migraine. Colds. Indigestion. Chest pains. Palpitations. Stomach pains. Exhaustion. Lack of sleep.
- 295 Flu. Sore throat. Upset stomach.



- 294 Broken toe. Removal of ends of two fingers. Nerve rash. Cold.
- 293 Sinusitis. Bugs caught at work.
- 292 Glandular fever (going round school). Laryngitis. Cold. Headaches.  
Period pains.
- 291 Throat infection. Stomach disorders. Diarrhoea.
- 290 Loss of voice.
- 287 Colds. Flu. Laryngitis. Stomach bugs. Depression.
- 285 Acne.
- 284 Colds.
- 283 Broken toe. Throat infection.
- 282 Flu. Stomach upset. Gastro enteritis. Migraine. Generally run down,  
easily pick up infection.
- 281 Glandular fever. Flu. Gastric trouble.
- 280 Chest infection. Sickness bug. Germs at school.
- 279 Back trouble. Colds. Diarrhoea. Sickness. Headaches when going  
round school.
- 277 Kidney infection. Cartilage trouble. Colds. Pharyngitis from  
environment.
- 276 Colds. Ear infection.
- 274 Throat infection. Loss of voice. Flu. Sickness. Stomach ache.
- 273 Flu. Sinusitis. Rheumatism. Choryza.
- 272 Flu. Sinusitis. Fibrositis. Severe body chill.
- 270 Backache.
- 269 Sprained ankle. Rheumatism. Bronchitis. Sore throat. Cold. Flu.  
Sickness. Sleeplessness. Backache.
- 268 Colds. Sickness, Diarrhoea.
- 266 Cold. Sinusitis. Tonsillitis. Germs at school. 2 attacks of laryngitis.

- 265 Colds. Neck trouble.
- 264 Colds. Flu. Dizziness. Extreme tiredness that is only cured by prolonged rest in holidays.
- 263 Chicken pox. Colds.
- 262 Sore throat. Loss of voice.
- 260 Colds.
- 258 Kidney infection. Colds. Flu.
- 257 Colds. Flu.
- 252 Stomach complaint requiring X ray - nothing positive found - possibly attributable to worry of sharing working area with another teacher.  
Backache. Aching joints due to school being cold for long periods.  
Sore throat. Colds. Stomach bug - germs at school.
- 251 Septic throat twice - bug in school.
- 249 Cold. Bronchitis. Sinusitis. Cystitis.
- 248 Anxiety/depression - caused by collapsing after a keep fit lesson and becoming very concerned that I had something desperately wrong with me. Before this I found it quite easy to stand in front of a class. Following this incident suffered severe panic attacks. This culminated in six weeks sick leave. Sore throat often. Colds. Migraine.
- 247 Flu from school. Gastro enteritis from school. Colds. Fatigue.
- 246 Bowel problems - diarrhoea/constipation alternately.
- 245 Sore throat. Neck trouble.
- 241 Acute oesophagitis. Heart palpitations.
- 240 Continuous colds.
- 238 Flu. Appendicitis.
- 236 Breast cancer.
- 232 Gastro enteritis from school. Ring worm from school. Throat infection. Migraine.

- 229 Cold. Sore throat. Chest infection - school.
- 227 During winter months virtually constant cold symptoms. Sinusitis.  
Carrying video down long corridor caused strained shoulder -treatment
- 226 Neck and back trouble - continually bending over low tables. Flu.  
Viruses.
- 225 Sinusitis. Backache.
- 224 Colds. Lung disorder. Stomach trouble. Soreness and irritation of the  
eyes. Backache. All attributable directly to work.
- 219 Spastic colon. Stomach ulcer.
- 214 Bad colds. Sore throat. Headache.
- 211 Colds.
- 209 Depression - 4 weeks in hospital. Stomach upset. Migraine.
- 208 Laryngitis. Flu.
- 207 Colds. Flu. Headaches. Gastro enteritis.
- 206 Colds. Sore throat. Diarrhoea. Backache. Loss of appetite.  
Exhaustion. All due to overwork.
- 205 Manic depression.
- 201 Gastro enteritis. Loss of voice.
- 200 Sore throat. Headache. Bad chest.
- 199 Backache. Heavy cold.
- 197 Colds.
- 196 Colds. Migraine. Bladder repair operation.
- 194 Stomach upset. Throat infection. Ear infection. All from school.  
Flu. Sinus trouble (mobile gas heater). Kidney infection. Nervous  
exhaustion. Tennis elbow. Achilles tendon strain. Arthritis joint  
pains - hands, back, knee, arms, neck.
- 193 Heavy cold.
- 192 Menopause.



- 189 Accident at work - slipped on shiny polished surface. Colds. Flu.  
Stomach - germs round school.
- 188 Throat virus. Migraine.
- 187 Virus infection. Tonsilitis. Stomach bug (3 times going round school  
on each occassion). Throat infection 2-3.
- 185 Sore throat. Loss of voice. Violent stomach upset. Flu. I seem to get  
whatever the children throw at me.
- 184 Colds. Sore throats frequent.
- 183 Colds. Sore throat.
- 182 Flu. Sore throat. Bronchitis.
- 180 Cough. Cold.
- 178 Colds. Tonsilitis. Stomach upset - school germs. Anxiety attack.
- 177 Germs round school.
- 176 Migraine comes on after work when I relax.
- 174 Tonsilitis. Stomach disorders. Flu.
- 171 Flu.
- 170 Migraine. Stomach upset.
- 167 Cough. Cold - occupational hazard. Upset stomach.

ASSISTANT TEACHERMALE

- 159 Colds. Loss of voice. Headaches.
- 156 Ingrowing toe nail. Colds.
- 152 Colds. Slight eczema.
- 150 Bad stomach.
- 147 Migraine. Flu.
- 146 Head lice. Boils. Skin rash.
- 145 Virus. Cold. Migraine. Sore throat. German measles.
- 141 Cough. Sore throat. Chest cold not clearing.

- 132 Flu. Just before holidays.
- 128 Colds. Flu. Sickness. Stomach complaints.
- 126 Sickness.
- 124 Sinusitis. Depression. Sleeplessness.
- 107 Colds. Sore throat.
- 105 Colds. Backache.
- 101 Colds. Stomach/bowel upset.
- 99 Gastric flu. Round school. Colds.
- 98 Flu. Backpain.
- 96 Bad back.
- 94 Colds. Flu.
- 90 Migraine. Psoriasis. Vertigo.
- 87 I am seconded two days a week. Noticed much less stress in the job.
- 86 Colds. Sinusitis.
- 85 Colds. Flu. Kidney infection. Tonsillitis. Gastric flu. Ear infection -  
all from school.
- 84 Colds.
- 83 Sore throat. Cold. Cough.
- 79 Colds.
- 78 Tummy bug.
- 77 Emotional exhaustion. 1 month off. Colds. Flu.
- 74 Flu. Stress. Depression.
- 71 Flu - school.
- 70 Colds. Stomach bugs. Conjunctivitis - all from school.
- 69 Colds. Backache - trapped sciatic nerve.
- 61 Colds. Sickness/diarrhoea.
- 57 Cold. Flu.
- 49 Migraine. Bad throat often. Cold.

- 45 Sore throat. Colds.
- 44 Upset stomach. Flu. Throat. Sprains.
- 42 Colds more.
- 30 Colds. Flu. Stomach upset. Pulled muscle in back.
- 16 Colds. Migraine.
- 10 Athletes foot. Twitching eye lid. Ear infection. Toothache.
- 4 Colds. Cough. Stomach upset.



B 39

What ailments are you particularly prone to.

SENIOR MANAGEMENTFEMALE

- 315     Simmering flu.
- 271     Tension related ailments. React badly to viral infections.
- 267     Haemorrhoids. Cattarrh.
- 237     Very susceptible.
- 175     All reduce body fight.
- 172     Dermatitis
- 168     Flu.

SENIOR MANAGEMENTMALE

- 155     Sore throats.
- 138     Throat infections. Back.
- 117     Colds.
- 60     Colds.
- 43     Headaches.
- 25     Cold.
- 21     Acidic stomach.
- 20     Lack of sex drive.
- 11     Arthritis. Indigestion.

MIDDLE MANAGEMENTFEMALE

- 311     Colds. Sore throat.
- 296     Colds.
- 289     Thyroid problem.
- 288     CDLE. Irritable bowel syndrome.

- 286 Cystitis.
- 275 Pharyngitis.
- 261 Migraine. Sick headaches.
- 256 Flu
- 255 Headaches.
- 254 Stomach upsets.
- 250 Headaches.
- 243 Stomach upsets.
- 233 Migraine. Cystitis.
- 230 Headaches.
- 228 Varicose veins.
- 223 Backache. Sinus headaches.
- 222 Stomach upsets. Colds. Flu. Sore throats.
- 221 Painful periods. Sore throats. Headaches. Muscular chest aches -  
spasms recently.
- 220 Tonsillitis especially when first started teaching.
- 218 Laryngitis.
- 217 Colds. Chest infections.
- 213 Migraine.
- 210 Stiff neck.
- 204 Colds.
- 202 Headaches.
- 198 Colds.
- 191 Bad throats. Back ailments. Tiredness.
- 190 Colds. Catarrh.
- 186 Colds. Sickness. Diarrhoea.

<u>MIDDLE MANAGEMENT</u>	<u>MALE</u>
153	Duodenal ulcer
148	Skin diseases.
144	Chest complaints.
143	Back pain.
137	Cold.
136	Bronchitis. Skin rashes.
135	Sore throat. Cold. Flu.
133	Throat infection.
130	Backache.
127	Back trouble.
125	Cough.
120	Colds. Sore throat.
112	Asthma. Skin rashes.
109	Back trouble.
108	Haemorrhoids.
106	Colds.
104	Exhaustion and under par at end of term.
103	Colds.
102	Colds.
91	Bronchial catarrh (dry dirty atmosphere).
89	Colds.
88	Migraine.
82	Sore throat.
76	Stomach problems.
73	Depression being treated.
68	Bronchitis. Knotted back and neck muscles.
66	Sore throat. Headaches.



- 64 Colds.
- 59 Asthmatic bouts.
- 55 Sore throats.
- 54 Stomach acidity - treatment. Came on first during my secondment year when pressure was off but realisation was still on.
- 51 Asthma.
- 41 Backache. Colds.
- 40 Skin ailments recently.
- 36 Hay fever.
- 34 Tonsilitis. Colds. Back trouble.
- 33 Sore throat.
- 28 Ankle and knee. Throat ailments.
- 27 Colds. Severe headaches on Saturday after lie in.
- 17 Allergies.
- 15 Twisted ankle.
- 14 Colds.
- 8 Colds. Upset stomach.
- 7 Colds. Gastro enteritis.
- 6 Colds.
- 5 Dust.
- 2 Colds.

ASSISTANT TEACHERFEMALE

- 316 Throat infection. Loss of bladder control.
- 314 Colds.
- 313 Loss of voice.
- 312 Headaches.
- 309 Sore throat.

- 307 Colds.
- 306 Sinusitis.
- 305 Chesty coughs. Stomach upsets. Arthritis.
- 303 Back trouble. Insomnia. Vertigo.
- 302 Backache.
- 301 Colds. Sore throat. Headaches.
- 300 Sciatica.
- 299 Colds.
- 295 Hypertension. Insomnia.
- 293 Colds and flu.
- 292 Becoming generally run down. Throat infections.
- 287 Colds. Depression.
- 284 Colds.
- 283 Migraine.
- 282 Chest infections. Headaches.
- 279 Back trouble. Colds. Diarrhoea. Headaches. Sickness.
- 277 Kidney infections. Pharyngitis.
- 276 Colds.
- 274 Cough. Cold. Sore throat.
- 273 Sinusitis.
- 272 Headache.
- 270 Backache.
- 269 Aches. Sprains.
- 268 Colds.
- 266 Upper respiratory infections.
- 265 Headaches.
- 263 Coughs.
- 262 Loss of voice. Sore throat.

- 260     Headache. Migraine.
- 257     Colds.
- 252     Arthritis.
- 251     Throat.
- 249     Ear. Nose. Throat.
- 248     Sore throat. Migraine.
- 247     Stomach upset. Heavy colds.
- 246     Bowel problems. Diarrhoea/constipation alternately.
- 240     Colds.
- 232     Migraine.
- 227     Sinus. Backache.
- 226     Neck. Back trouble.
- 224     Coughs.
- 219     Stomach.
- 214     Headaches.
- 211     Chest colds.
- 209     Depression.
- 208     Laryngitis. Flu.
- 206     Sore throat. Stomach disorder.
- 205     Depression.
- 201     Colds.
- 197     Sore throat.
- 194     Migraine. Throat infection.
- 189     Headache. Backache.
- 188     Colds.
- 187     Throat infection. Stomach bug.
- 185     Sore throat, colds, catarrh.
- 184     Colds. Sore throat.



- 183     Colds.
- 180     Colds.
- 178     Anxiety associated.
- 177     Throat infection.
- 176     Migraine.
- 174     Tonsilitis. Cold. Loss of voice.
- 171     Colds.
- 170     Migraine
- 174     Tonsilitis. Cold. Loss of voice.
- 171     Colds.
- 170     Migraine.

ASSISTANT TEACHERMALE

- 159     Headaches.
- 156     Colds.
- 152     Skin ailments.
- 150     Indigestion.
- 147     Migraine.
- 146     Skin infections.
- 145     Sore throat. Colds.
- 141     Colds. Flu.
- 128     Colds. Flu.
- 126     Ear. Nose. Throat.
- 124     Headaches. Exhaustion.
- 107     Colds.
- 105     Backache.
- 98     Colds.
- 96     Backache.

- 94 Colds.
- 90 Migraine. Psoriasis. Vertigo.
- 87 Arthritis. Stomach upsets related to stress.
- 86 Colds.
- 85 Colds. Virus. Throat infection.
- 84 Sinus.
- 83 Cold. Mainly sore throat.
- 77 Depression. Anxiety. Colds.
- 72 Psoriasis. Arthritis.
- 70 Colds.
- 61 Asthma.
- 49 Sore throat.
- 45 Throat.
- 42 Colds - more.
- 32 Sore throat.
- 31 Backache.
- 30 Colds.
- 16 Migraine. Colds.
- 12 Headaches.

C 41

Other annoying situations not mentioned.

SENIOR MANAGEMENTFEMALE

- 315 Being a buffer state raises blood pressure. Must appear two faced to all. When school became comprehensive, top management didn't understand the need to get money spent on buildings, facilities etc. when the money was available. The curriculum has been distorted ever since eg no adequate social provision for 5th and 6th form; libraries in full time use as teaching rooms - so no resource based learning.
- 271 Long drawn out meetings. Bad school organisation. Casual attitude to exams. Pupil underachievement. Functional 'product' rather than process view of learning. Children who won't work as a team to clear up practical rooms. Damage to other pupils work. Graffiti. Sexism in management.
- 167 A scale of reaction inappropriate. No one incident or day is ever the same.

SENIOR MANAGEMENTMALE

- 138 Non comprehensiveness. Standard without attempting to define standards.
- 121 Lying by pupils.
- 114 Lack of real understanding of what a day consists of from local councillors and advisors.
- 60 Colleagues whose ineptitude and stupidity in managing pupils means I have to work doubly hard unnecessarily or inefficiently to make up for their errors and carelessness. The more experienced the colleague the



more annoyance. Colleagues whose insensitivity to others and thoughtlessness to their colleagues means I have to pick up the pieces. Most children know no better - all adults who are teachers should.

Lack of enthusiasm in pupils - especially lack of concern in response to criticism intended to be helpful. Colleagues who discuss performance of other colleagues (with pupils) under pretence of pastoral guidance.

Being pestered by staff over trivial problems. Staff who consider they have little responsibility for discipline and solving problems. Visitors who arrive without appointment and expect attention. Reluctance of LEA to maintain buildings. Staff absent for 1 day with minor complaint. Inability of pupils to see further than the end of the lesson. Pupils who do not listen then waste the class time requiring help. Staff not prepared to consider all points of view. People who do not check for mistakes.

To a deputy, annoyance over not being given an area or areas which are mine or my responsibility and mine alone; having to ask permission of the head before making any little move. Innovative ideas of mine or other teachers when presented to the head are either taken on board or dismissed with no appeal. (No half measures or gentle introduction of policy to school and no allowance made for possible need for finite adjustments at a later stage.) Once his mind is made up - that's it. Holding on to school purse strings as if the money is his own. We lack basic necessities in school at times. Incidentally he is the same with his own money.

MIDDLE MANAGEMENTFEMALE

- 297 Conflicts of interest eg school, personal, union.
- 288 Failure of internal communications. Working when building too cold. Toilets not working. Windows not repaired etc.
- 286 Unprofessionalism of colleagues.
- 261 Inefficient timetable. Poor use of teachers talents.
- 256 Lack of feedback.
- 233 Pressure from cramming meetings into lunch hour and break - never having time to draw breath during the working day. Poor school organisation makes tasks harder and more time consuming. Exhaustion due to leisure time during week largely spent on school work or meetings.
- 228 Lack of sympathy and help from other members of staff when my department and I are faced with heavy marking loads.
- 223 Several pupils demanding my immediate attention all at the same time.
- 222 Lack of communication between senior staff and others, those who are not HODs tend to be last to find out about anything and more often than not only involved in discussion about changes when decisions have been as good as made.
- 220 Carefully leaving work when absent which is then not satisfactorily done. Seeing staff on higher scales not carrying out duties in a fully responsible manner. Imposed decisions with little discussion. Lack of time to talk to older pupils. Lack of time to talk to colleagues about subject development, curriculum and pastoral. Lack of interest from pupils in work that has been thoroughly prepared.
- 217 Some of these things do annoy me a great deal, and I would be angry and frustrated for a time, but then I would work at doing something about it. This does not mean that I am still angry, but am concerned.

- 198 Petty topics at staff meetings. Covering for late arrivals.
- 181 Having to arrange meetings with my department in my own time as we are not timetabled for non teaching time together.
- 179 Particularly lack of confidence in superiors relating to pupil discipline.
- 169 Lack of time to fulfil duties as HOD with respect to liaison with staff in department. Lack of time to organise equipment and teaching materials. Lack of time to prepare new materials for constantly changing syllabus. Time spent on fruitless general staff meetings. Lack of time to pursue hobbies and relationships out of school due to demands of school work. Lack of appreciation of those outside teaching who fail to recognise that teaching is not a 9 to 4 job. I work on average about 53 hours per week.

MIDDLE MANAGEMENTMALE

- 143 Wholesale experiments in education - popular trends in infant and junior education. Professional advancement dependent on subject taught rather than quality of teaching and potential ability. The advisory system run by inadequates, divorced from reality.
- 127 Covering for colleagues having days off but who are not really ill.
- 119 Having to leave a lesson to deal with another problem. Dishonesty in pupils and staff.
- 113 By end of half term, a teacher no matter how unaffected by so called stress conditions requires holiday time for recharging.
- 112 Lack of parental support. Pupil apathy. Inadequate LEA support for courses and transport.
- 106 As there is no national, local or even school based policies relating to first aid I cop for the lot - lunchtimes, breaks and even lessons. I have to stop what I am doing so the child is OK.



- 104 Moving from room to room on lesson change. Discovering that pupils have been suspended, gone on work experience without being informed. Sheer quality of information and requests to be acted on now and remembered.
- 88 Coping with mental tiredness.
- 65 Lack of vision, direction, curriculum development, initiatives on part of head and senior staff.
- 62 Unprofessional attitude of teachers and administrators. Teachers very reluctant to evaluate themselves, preferring to blame learning problems on children. Senior management extremely reluctant to face innovation and too concerned with public relations - negative accountability. Curriculum dominance by external exam pressure or abolition of corporal punishment should be pursued, not sacrificed to expediency or quiet life. Administrators less inclined to rationally examine innovation - they prefer orthodoxy and tradition and tend to ignore evidence.
- 58 Revision of exam boards; constraints. Lack of trust on part of boards. Increased work loads resulting and frustration at constant change of syllabus.
- 54 Expending effort on 'lost causes' - children with poor home backgrounds - non return of homework etc.
- 48 Covering for teachers who are not ill.
- 40 Filling in questionnaire.
- 34 General policy or lack of it. Abuse of pupils for each other. Parents relationship with pupils.
- 28 Apathy of children - inability to involve themselves in anything - need for spoon feeding - expectations of things being done for them -society owes them a living type attitude.

- 27 Inappropriate actions of colleagues. Abuse of equipment by pupils.
- 23 Inefficiency of certain staff. Free time of senior staff. Ineffective advisers. Not enough teachers fail probationary year - little pressure put on teachers who do not pull their weight.
- 18 Reaction depends on when they take place.
- 7 Staff inefficiency.
- 5 Dealing with classes after an incompetent teacher. Not getting full backing from head in very tense or ugly situations. Not confident in Unions ability to give adequate backing. Being spied on by others in non authoritative positions.

ASSISTANT TEACHERFEMALE

- 316 Lack of equipment. Colleagues monopolising books instead of sharing.
- 313 Lack of promotion prospects.
- 312 Lack of equipment.
- 294 Staff overriding you.
- 293 General disciplinary edicts - when not guilty eg form tutors are not adhering to the rule that ... What is meant is that certain teachers are not. I, usually, am adhering to rule no. x painfully, so why wast my time in this way; moreover the injustice of the situation is infuriating.
- 292 Being faced with dwindling stocks of materials and low quality materials. Not having time to display work properly or prepare and maintain equipment properly. We have no technical assistant. Frequent fire alarms (hoaxes).
- 281 I consider it wrong to harbour ill feelings for a long period of time. If 4 and 5 were cropping up as my answers I should have to think about leaving the work. I am CONCERNED about the questions, not annoyed.

- 279 Freezing classrooms. Boiler failure over 10 years in winter. Inefficiency of others where it impinges on me.
- 262 Change of lesson plans at very short notice. Too much emphasis on dramatic productions for parental benefit. Unnecessary pressure from superiors. Children not punished or reprimanded for misbehaviour. Interference by parents who are often abusive.
- 241 Constantly changing rooms with no base of my own.
- 232 Lack of organisation and poor dissemination of information from superiors. Apathetic colleagues who block new ideas. Childrens unsympathetic, uncaring parents who WILL not cooperate in helping to sort out childrens problems.
- 229 Most of these categories are not incidents but conditions of work.
- 227 When back biting grumbles occur between staff without any professional consultation, discussion being implemented ie apparently accept a decision by head, then moan on and on about it but to no effect whatsoever.
- 209 Lack of help, advice from HOD. Inadequate, inefficient HOD.
- 206 Loopholes in administration which cause confusion eg inaccurate substitution list.
- 199 Higher scaled colleagues doing little or nothing for their scale. Headmaster not giving support to staff in relation to disciplinary matters.
- 194 Lack of effort and work from more highly paid colleagues.
- 187 Inadequate facilities, equipment and materials - fault of authority and school management. Inadequate 'back up' ie remedial, medical, advisory. Poor management planning. Poor availability of in service training. Lack of parental responsibility and accountability.
- 185 Insufficient provision of opportunity to go on more courses (if in school



time) yet being expected by the authority to keep up with educational trends and new innovations. Lack of opportunity for promotion - too few jobs in the profession available. Authorities closing ranks on outsiders. Lack of good ancilliary help within the school (NTA's).

ASSISTANT TEACHERMALE

- 156 Being informed of changes to timetable at last moment.  
Incompetence of superiors resulting in pressure being put on myself.  
Poor attitude of pupils.
- 86 Annoyance at lack of promotion when other less competent have been promoted.
- 78 Gum chewers. Smokers.
- 71 Working at low temperatures.
- 45 Faulty classroom equipment.

E 5

Do you look forward to a free lesson for; others

SENIOR MANAGEMENTFEMALE

- 315 I teach 15 out of 40. Lessons are often a pleasurable escape. But NOT when visitors, caretakers, burst pipes etc make me arrive late for a lesson. Makes me ashamed.
- 271 Do administration. Talk to 6th form.

SENIOR MANAGEMENTMALE

- 155 Administration.
- 138 To think.
- 117 Administration.
- 115 Administration.
- 60 Supporting other staff in/out of class. More difficult than teaching.
- 43 Administration.
- 39 Administration.
- 24 I don't have them.
- 21 Administration.
- 9 Plan and organisation, whatever is on the agenda.

MIDDLE MANAGEMENTFEMALE

- 289 Working on statistics about pupils.
- 233 Do administration work including many phone calls.
- 223 See individual pupils for counselling.
- 210 Do administration and pastoral jobs.
- 191 Prepare work. Telephoning for speaker etc.

MIDDLE MANAGEMENTMALE

- 140 Administrative functions of HOY.
- 137 Deal with pupil problems. Phone calls.
- 136 Administration.
- 120 Administration.
- 119 Pupil contact.
- 113 Prepare materials and lessons.
- 112 Organise future work. Telephone.
- 106 Sort out health and safety matters. School accoants. Book club.  
First aid boxes.
- 104 Administration.
- 91 Depends on circumstances - deadlines to meet, own feelings, loss of  
free lesson.
- 68 Departmental organisation and paperwork.
- 65 Thinking, writing on own.
- 33 All of these.
- 26 Administration, interview pupils and parents.
- 8 Complete tasks required as HOY. Checking kids, chasing paper.
- 5 Clearing up and planning. Doing jobs for staff.

ASSISTANT TEACHERFEMALE

- 316 Have a cup of coffee.
- 309 Put up displays.
- 306 To do jobs that have to be done in a more relaxed way.
- 305 To have contact with other children or groups.
- 300 Preparation.
- 292 Prepare materials, displays. Perform administrative duties. Consult  
other staff about school matters.



- 282 Photocopying. Shopping for school.
- 232 Put displays out and prepare for next lessons.
- 208 Tidy stock. Sort materials. Mount work. Prepare equipment.
- 201 Attend C and G Cake Decorating during 2 free periods.
- 195 Other responsibilities eg Library.
- 194 Preparation. Mounting of wall displays.
- 188 Mounting, displays, records.
- 185 Mount and display work.
- 183 When we get them.
- 177 Extra curricular activities.
- 167 Depends on time of day, mood and work load.

ASSISTANT TEACHERMALE

- 159 Have a cup of coffee.
- 141 Display
- 101 Administration. Odd jobs.
- 99 Preparation. Display.
- 94 Maintenance work.
- 77 Look for another job.

E 18

At break and lunchtime would you, prefer to be; others

SENIOR MANAGEMENT      FEMALE

308      Own room.

168      Office.

SENIOR MANAGEMENT      MALE

115      Around school.

93      Resting alone.

81      Out of school from time to time but as Head I have a statutory responsibility to school.

60      Able to work when I wish.

43      Quiet place alone.

38      In my office.

24      Break - selling crisps.

21      Running sports clubs.

11      Library.

MIDDLE MANAGEMENT      FEMALE

289      I work with pupils in my office.

278      Away from children but in school.

256      Own room.

233      Away from pupils and some of staff.

181      Prefer to be in staffroom at break but classroom at lunchtime for marking.

MIDDLE MANAGEMENTMALE

- 140 With my year.
- 130 With pupils.
- 129 Other activities.
- 123 Working with pupils who are keen to improve and learn.
- 120 Working with children.
- 119 Preparing lessons.
- 106 Away from contact.
- 82 On the field.
- 73 Departmental staffroom.
- 64 Departmental staffroom.
- 54 Constructively employed.
- 41 Departmental office.
- 26 Training ie running.
- 15 Gym
- 6 Musical activities.

ASSISTANT TEACHERFEMALE

- 316 Unless really bad day; sit in teachers work room for quiet.
- 307 Working with children.
- 306 I like to get some fresh air and exercise as this helps me feel good in the afternoon but I'm often torn between this and doing work I'm interested in eg display.
- 292 I would prefer to be in my classroom, but mostly there I have to sort out trouble with unsupervised children in other rooms so I get nothing done.
- 279 In a much more pleasant staffroom - warm, clean, well furnished.
- 238 Team practices.



- 233 I try to vary it. With friends in school.
- 207 In a rest room.
- 129 Lunchtime in classroom working with individual children, marking.
- 185 All depending on workload.
- 177 Able to choose for myself.

ASSISTANT TEACHERMALE

- 53 Sports.
- 97 Working with keen pupils.
- 55 Prep. room.
- 78 Working.
- 63 Miles away.
- 57 Not in meetings.
- 45 Socialising with pupils.
- 44 Running a club.

E 19

Of all incidents faced at work, which type upsets and angers you the most.

SENIOR MANAGEMENTFEMALE

- 315 Inability to alter ineptness. Ideas fixes.
- 308 Able children refusing to work to ability level. Bullying.
- 271 Aggressive refusal to engage in learning process.
- 267 Insolence to staff.
- 237 Needless damage by outsiders.
- 172 Insolence.
- 168 Interpersonal aggression.

SENIOR MANAGEMENTMALE

- 155 Insolence from pupils to staff. General bad behaviour of pupils.
- 139 Incompetence of people in high status to cope with position except by pulling rank.
- 121 Any incident resulting in prolonged lying by pupils – even more so when the parents back them up.
- 115 Disruptive behaviour by pupils.
- 114 The parents who seem to see no wrong in their child when you call them in concerning bad behaviour.
- 100 Inattention on the part of individuals.
- 93 Theft. Violence.
- 81 Recent work to rule by staff.
- 67 Over lengthy discussions.
- 60 Physical threats from outsiders (ex pupils, parents) and misrepresentation by parents of my best efforts.
- 53 Violence and abusive language to other children.

- 52 Pupil failure to observe my authority.
- 43 Problems connected with inadequate teaching environment.
- 39 Aggressive insolent students and their parents.
- 38 Delay, inefficiency in maintenance of buildings and equipment.
- 25 Lack of professionalism among colleagues.
- 24 Vandalism and bullying of weaker pupils.
- 21 Faced with people who do not care.
- 20 Lack of professionalism.
- 13 Rudeness or insolence to staff.
- 11 Colleagues who constantly moan about how hard they work when in fact they do not give 100%.

MIDDLE MANAGEMENTFEMALE

- 311 Physical, verbal abuse.
- 310 Rigid uncompromising attitudes of head - his inability to see that other points of view exist.
- 309 Bad discipline.
- 297 Bad manners. Favouritism. Lack of cooperation between colleagues.
- 296 Colleagues not saying things to yourself but going behind your back.
- 289 Cruelty to children.
- 288 Unruly classes.
- 286 Unprofessionalism of colleagues.
- 278 Verbal abuse, insolence and pupil knowledge that staff can do nothing about it.
- 261 Lack of information about happenings.
- 256 Unjustified accusations and misquoted statements either by staff or pupils.
- 255 When you are organising something and a decision is made by superiors eg occasional day, extended assembly which wrecks it.



- 254 Situations in which there is no support or interest shown by those in a position to do something eg head, social services etc.
- 250 Apathy of pupils.
- 244 Physical assault.
- 243 Lack of parental back up. Superiors sitting on the fence.
- 239 Poor attitude of some pupils towards school and adults in particular.
- 234 Confrontation either with pupils, parents or staff.
- 233 Last minute changes due to incompetence of others when I have painstakingly prepared something in advance.
- 228 Rudeness and defiance from pupils.
- 223 When one child seriously bullies another.
- 222 Incidents which involve lack of support from colleagues or superiors involving discipline, administration or lack of understanding of pressures on those who do most teaching.
- 220 Bad behaviour of pupils. This can range from inattention to noisiness to silly pranks to rudeness.
- 218 Staff who cannot be bothered to get involved.
- 217 Caretaker not seeing that my room is clean and well heated.
- 215 Children who do not own up to misbehaviour and waste time of staff in staff having to play detective.
- 213 Where I am expected to put right (by a miracle if necessary) something inept a colleague has done.
- 210 Preparing documents that have been asked for and then it just seems to be shelved. Anti social behaviour of pupils.
- 198 Lack of willingness to accept responsibility at all levels.
- 191 Vandalism and thieving.
- 190 Having to sort out quarrels and problems the children bring to school with them, often involving others who have joined in the fracas.

- 186 Lack of cooperation from ancillary staff.
- 181 Disinterest among pupils in what one is teaching or promoting.
- 179 Pupils who will not do as they are told ie sit still and listen.
- 169 Pupil verbal abuse and pupil refusal to obey instructions both inside and outside the classroom.

MIDDLE MANAGEMENTMALE

- 158 Those which represent the changed attitude of pupils over the past 15 years ie cheek, lack of concentration. Those related to the greater demands placed on teaches ie vast increase in paper work, preparation of syllabus, reorganisation in schools and subject areas.
- 157 Dumb insolence and other 'working class' reactions by pupils.
- 151 Bad discipline.
- 148 Insolence by pupils.
- 144 Placing trust in pupils and then being let down.
- 143 Frustration through contact with headmaster.
- 142 Indiscipline.
- 140 Absence of colleagues.
- 137 Staff sending a pupil to you then not following it up either by seeing you or the pupil.
- 136 Pupil aggression, particularly toward staff.
- 135 Those involving pupil violence.
- 134 Backchat from pupils.
- 133 Lack of interest and effort - lack of tolerance with each other - couldn't care less attitude of pupils.
- 130 Incidents related to lack of discipline.
- 129 Unwarrented aggression as a reaction to telling off.
- 127 Lack of communication between management and workforce.

- 125 Pupils not turning up for detention and little apparent follow up.
- 123 Lack of support from senior staff and also lack of interest in what you are trying to do.
- 122 Deliberate provocation by pupils.
- 120 Dealing with the incompetent members of staff at all levels and their unprofessional attitudes.
- 119 Apparent disaster encountered by a child who is ill equipped to cope.
- 116 When decisions are made or actions are taken without consultation with people affected.
- 112 Dealing with discipline problems knowing there are no immediate sanctions or parental support.
- 110 Pupil confrontation.
- 109 Apathy. Aggression.
- 106 Being shown up by senior staff especially unprofessionally in front of other staff and children.
- 104 Frustrations emanating from senior management.
- 103 Abuse of members of staff for whom I have a measure of responsibility.
- 102 Deliberate and unprovoked aggression or threat of aggression by a pupil towards another pupil or teacher.
- 91 Confrontation with a pupil who is determined to cause trouble.
- 89 No financial recognition for hours spent on school business after school.
- 88 Bullying. Swearing. Vandalism. Arrogance from pupils.
- 82 Other staffs hypocrisy.
- 80 Large classes of poorly motivated pupils.
- 73 Decisions taken arbitrarily that affect me directly and in which I have not been consulted.



- 68 Display of children who are spoilt.
- 66 Bare faced insolence from pupils.
- 65 Stupid disciplinary stances adopted by staff. Pupils who disrupt a class.
- 64 Bad policy decisions.
- 63 Verbal abuse from pupils.
- 62 Blank refusal of colleagues to reconsider practice and superiors to reconsider decisions in the light of previously unconsidered evidence.
- 59 Pupils who will not take their opportunities to better themselves. Foul mouthed loutishness.
- 58 Discipline.
- 56 When pupils deliberately flout authority.
- 55 Vandalism.
- 54 Avoidable confrontations created by insensitive colleagues or bloody minded pupils.
- 51 Caning.
- 46 Insolence from pupils.
- 41 Disobedience.
- 40 Hypocrisy on the part of teachers especially those who present themselves as hard working respectable pillars of society who do very little.
- 36 Failure of senior staff to attend lessons for which they are timetabled.
- 34 Uncaring attitudes by pupils for each other exacerbated by teacher and management.
- 33 Lack of support by management.
- 29 Insolence from pupils.
- 28 Misbehaviour concerning pupils.
- 27 Inappropriate actions of colleagues.

- 26 Pupil and staff unreliability.
- 23 Disobedience. Rudeness from pupils. Lack of action from senior staff.
- 22 Pupil disobedience. Management ineffectiveness.
- 18 Pupils refusing to work and insolence with parents consent/encouragement.
- 17 Alterations to routine at short notice. Colleagues who are incompetent. Uncooperative parents. Not enough time to fulfil demands of job and kids.
- 15 Poor management.
- 14 Backchat from pupils.
- 8 Incidents which I cannot immediately resolve.
- 7 Confrontation with staff.
- 6 Lack of support from parents. Parents siding with children who have behaved badly - not prepared to accept when child is in the wrong.
- 5 Lack of cooperation and understanding from above. Ignorant, arrogant children.
- 1 Not having your ideas given serious consideration by senior management and head.

ASSISTANT TEACHERFEMALE

- 314 Lack of support from pastoral staff and senior colleagues over discipline.
- 313 Lack of parental support.
- 312 Lack of free time.
- 307 Lack of effort by able pupils.
- 306 Lack of respect for people - staff to children and vice versa - but probably when I'm shown lack of respect.

- 305 Non cooperation of parents in matters of discipline or other aspects of their child's education.
- 303 Bullying of all kinds including teacher/pupil, verbal as well as physical.
- 301 Lack of communication between all staff. Ill mannered attitude of some staff.
- 300 Confrontations with insolent pupils.
- 299 Containing pupils rather than teaching them.
- 298 Confrontation with children followed by having the onus laid on me by pastoral head of year to justify my point of view.
- 295 Bad manners. Noise. disobedience from pupils.
- 294 Colleagues not supporting you when you are trying to help the children.
- 293 Being taken for granted.
- 292 Personal vendettas against me by hard to handle youngsters. Criticism from superiors. Not having enough equipment for classes of 30 and above.
- 291 Pupils rudeness. Non cooperation. Dumb insolence.
- 290 Aggression.
- 287 Decisions made by colleagues without consultation which have direct effect on your classes eg intervention in disciplinary/pastoral matters.
- 285 Inefficiency and general lack of ability to organise/motivate in my HOD
- 284 Confrontation with pupils.
- 282 Verbal abuse and apathy from pupils.
- 280 Lack of support from senior members of staff.
- 279 Disorganisation. Inefficiency. Disruption. Poor communication.
- 277 Knowing that one is being used.
- 276 Confrontation with staff - both teaching and non teaching and with parents.



- 274 No support from the head. Children who won't do the work they are given.
- 273 Dealing with disruptive and disturbed pupils.
- 272 General discipline problems which become the responsibility of the individual member of staff and inconsistency of management in such matters.
- 270 Disruptive pupils hell bent on destroying a learning situation.
- 269 Staff who demonstrate total inability with classes, interfere with own teaching. I accept constructive criticism.
- 268 Theft.
- 266 Lack of communications between those in authority and myself.
- 265 Failure of disciplinary system.
- 264 Doing work that should be done by people on a much higher scale. Being made responsible for certain things and yet no salary increase to compensate.
- 262 Lack of disciplinary action concerning unruly children.
- 260 Bad pupil behaviour toward staff and other pupils.
- 259 When school rules are ignored by other member of staff.
- 257 Pupils bullying others.
- 253 Confrontation with pupils.
- 252 Being unable to vent my frustrations after verbal abuse by child.
- 251 Noisy, abusive classes which have no intention of working.
- 249 Pupil confrontation.
- 248 Being taken for granted by colleagues.
- 247 Inability to reach a pupil through reasoning.
- 246 Attitudes of staff (colleagues and superiors) towards pupils - inability to treat with respect and confidentiality as one human being to another.

- 245 People on scale posts who do as little work as possible and yet are treated as favourites.
- 241 Unprofessional and unethical behaviour by other members of staff.  
Selfishness by other members of staff.
- 236 Children sent home before facts are ascertained.
- 232 Interrupted routine caused by lack of forethought, organisation or dissemination of information by superiors.
- 229 Confrontation which show up pupils dissatisfaction with education.
- 227 Colleagues who don't pull their weight.
- 226 When teachers who are not good at their job give the impression that they are to the people who matter and the people who matter either are genuinely taken in or professionally blind.
- 224 Assault on members of staff.
- 219 Nonchalance of other members of staff.
- 209 Incidents caused by lack of organisation within department. Abuse from HOD.
- 208 Feelings of frustration and inadequacy when situations and problems seem insoluble.
- 207 Insolence from pupils.
- 206 Refusal of bright pupils to complete work. Evidence that other teachers don't know their pupils.
- 205 Pupil staff ratio. Insufficient time to devote to individual needs of children to achieve their maximum potential.
- 201 My own lack of discipline.
- 199 Any where management fail to give support.
- 197 Disagreement between colleagues.
- 196 Those concerned with discipline.
- 195 Apathy from pupils.

- 194 When pupils ignore commands especially prior to entering school at the end of breaks and when leaving a classroom.
- 193 Abuse from parents when I consider I have done my best for their child.
- 189 Interference by lay people who know nothing about schools but who help to appoint.
- 188 Irate parents who misunderstood an incident at school.
- 187 Inability to deliver a good lesson caused by lack of facilities, lack of equipment and materials, lack of management planned purchasing. Generally being expected to teach particular areas of work against all odds.
- 185 Incidents involving Muslim parents being non supportive towards school activities eg school trips, baths, bring and buy sales etc.
- 184 Children not taking care of equipment.
- 183 Pupils who disrupt lessons expecting me to control them rather than them to control themselves.
- 182 Being ignored by a pupil, particularly on corridors.
- 180 Other members of staff who are inefficient. People being paid more for doing less work.
- 178 Other teachers inefficiency.
- 177 Imposed curriculum decisions without consultation.
- 176 Lack of pupil respect.
- 174 Lack of communication within the department.
- 171 Children who have developed a disruptive nature, and don't know how to kick the habit.
- 170 Attitudes of colleagues.
- 167 Apathy amongst pupils and staff.



ASSISTANT TEACHERMALE

- 159 Interference from outside bodies.
- 156 Extreme verbal abuse from pupils. Defiance.
- 152 Absences of teachers too frequently.
- 150 Cheek from pupils.
- 147 Class interruptions. Indifference to the childrens work. Indifference to my problems.
- 146 Children being abusive to other children during lessons.
- 145 Confrontations with pupils.
- 132 Automatic use of foul language by a large number of pupils. Apathy of pupils. Personal verbal abuse.
- 128 Criticism and interference by ill informed colleagues.
- 124 Erratic decisions made by others when it effects my classroom teaching and children.
- 118 Lack of resources and expertise.
- 111 Confrontation with abusive pupils.
- 107 Increasingly difficult task of motivating children.
- 105 Vandalism of all types.
- 101 Confrontation with pupils.
- 99 Wet break time for prolonged periods increasing noise frustration, lack of discipline, lack of exercise with no relief.
- 97 Refusal to cooperate by pupils.
- 96 Pupil who does not accept reasonable criticism and who tries to apportion blame elsewhere.
- 95 Insolent behaviour by children.
- 94 Persisten disobedience.
- 87 Pupil abuse of weaker, less experienced teachers, especially women. Bullying.

- 86 Inconsistency from management.
- 83 When child in your class is treated severely by head or deputy head.
- 79 Lack of flexibility. Poor man management.
- 78 Confrontation with children.
- 77 Rude, offensive pupils.
- 75 , Lack of facilities and lack of support from superiors.
- 74 Rude and insulting behaviour of children.
- 72 Children deliberately ignoring ones authority.
- 71 Aggressive pupils.
- 70 Overload of administration.
- 69 Classroom aggrevation.
- 57 Persistent disobedience and dumb insolence.
- 50 Large classes of remedials.
- 49 Persistent bad behaviour after reasonable requests to behave well.
- 45 Bad management from colleagues.
- 44 Verbal abuse outside lesson.
- 42 Blatant disobedience.
- 32 Physical violence.
- 31 Lack of positive decisions.
- 30 Incompetent teachers.
- 16 Insubordination and complacency in children. Idleness and ignorance.
- 4 Lack of communication between staff.

E 21

Would you liken a school to; others

SENIOR MANAGEMENT      FEMALE

- 315      A nursery. A male locker room. A theatre with hundreds of extras.  
 271      Learners swimming pool.  
 237      A zoo. Different animals in every class (cage).

SENIOR MANAGEMENT      MALE

- 139      Business office.  
 60      School is unique.  
 38      Cooperative of some kind.  
 13      Community.  
 11      Adventure centre.  
 9      Unique.

MIDDLE MANAGEMENT      FEMALE

- 310      Nothing else.  
 289      Unique institution.  
 286      A market garden.  
 275      Child care institution.  
 261      A family.  
 255      A reform school moulding socially acceptable beings.  
 250      A very mixed community.  
 243      A family.  
 235      A garden.  
 234      Team.  
 231      Similar to all.



- 223 Not comparable.
- 220 A British Rail train on a journey - sometimes very good and reliable, at times awful.
- 191 Army barracks.
- 190 Football crowd. Zoo. Circus. Pandoras box.
- 169 Unique blend of all and home.

MIDDLE MANAGEMENTMALE

- 158 Prison - certainly the inmates do not want to be there and they may do more harm than good.
- 148 Chicken farm.
- 137 Socail control.
- 135 Holiday camp.
- 120 Research and development institution.
- 119 Laboratory. Nursery.
- 112 Child minding centre.
- 102 Microcosm of society as a whole.
- 91 Some aspects of all but differs in the disparity of ages between inmates and mentors.
- 89 Large youth club.
- 88 Theatre.
- 80 Circus.
- 65 Community/family.
- 63 Creche.
- 54 Paternalistic state.
- 36 Aircraft carrier.
- 28 Nothing is quite the same.
- 27 Battery hen - house.

- 26 Ideally a lively enjoyable home.
- 18 A box containing the jigsaw puzzle of education. By the time pupils leave the picture should be complete.
- 17 A home.
- 15 Centre of learning.
- 8 Farm - aristocratic horses down to filthy pigs - all free range.
- 7 Farm.
- 6 No comparison - unique.

ASSISTANT TEACHERFEMALE

- 313 Nothing else.
- 303 Moulding of character, education for life. Helping children to tap their own ability to best of advantage.
- 294 Holiday camp.
- 287 Can think of no analogy.
- 283 Zoo. Menagerie.
- 279 Community. Family.
- 269 Lunatic asylum.
- 249 None. School in school.
- 248 A large business.
- 247 I wouldn't liken it to anything.
- 245 Busy office.
- 236 Large home.
- 226 I don't know.
- 219 None.
- 209 A stage. A shop at Xmas.
- 208 Social centre.
- 206 Police station.

- 201 Any other training establishment.
- 194 A greenhouse – where growth and development is nurtured.
- 184 Extremely busy factory.
- 183 Place of learning socially and intellectually.
- 177 A greenhouse.
- 171 Glasshouse.

ASSISTANT TEACHERMALE

- 147 Community.
- 141 Home. Family.
- 132 Somewhere between hospital and factory.
- 118 Community.
- 99 A disciplined home where children feel secure and confident in a large caring family.
- 94 Nothing else.
- 87 Most patients want to be well.
- 79 Circus.
- 72 Mad house.
- 45 Asylum.



E 28

**Do you think management should come from; neither please explain.**

SENIOR MANAGEMENT      FEMALE

237      None of the others exist.

167      Management shouldn't come from any one person, it should be a group decision based on thought, discussion and practicalities.

SENIOR MANAGEMENT      MALE

138      Grass roots.

20      Management should come from senior management team after consultation with sufficient pastoral and subject heads.

MIDDLE MANAGEMENT      FEMALE

221      Grass roots.

179      Both.

MIDDLE MANAGEMENT      MALE

137      Collective decisions.

88      It seems a waste of a good classroom teacher for promotion to be into management.

80      Teamwork.

54      Your lists divide the school concerns inadequately if only because pastoral is still to variable a function.

36      Teachers trained and qualified in administration and management.

1      Professional people should not be managed - its degrading - who manages solicitors, architects, doctors etc.

ASSISTANT TEACHERFEMALE

- 303 Difficult to assess in a small school. Obviously the person who has authority among the staff and who understands the problems involved.
- 258 Specially trained people could be ex teachers but I feel they need management training.
- 229 Both.
- 226 Whoever is most suitable and wants to do it.
- 209 Should be explained who is responsible for what.
- 208 Do not feel they are really needed.
- 177 Consultation.

ASSISTANT TEACHERMALE

- 150 Mixed.
- 132 Both.
- 87 Delegation of role is vital.
- 16 Built in management - mid school.

E 29

**What main qualities should a deputy head possess.**

SENIOR MANAGEMENTFEMALE

**315**     **Stamina**

**Intelligence**

**Ability to communicate unfussily**

**Bring about comfortable conditions for colleagues (physically and mentally)**

**308**     **Command respect**

**Discretion**

**Consistency**

**271**     **Good organisation**

**A whole view of the school**

**Energy**

**267**     **Administrative ability**

**Good discipline**

**Tact**

**237**     **Mediation**

**Tactician**

**Good teacher**

**203**     **Ability to consult**

**Leadershi@**

**Man management**

**175**     **Management**

**Educational**

**Pastoral**

**172**     **Loyalty to top management**



Strength - discipline

Organisation

168 Organisation

Awareness

Compassion/tolerance

SENIOR MANAGEMENT

MALE

155 Man management - the personal touch

Organisation/administrative ability

Ability to take a pace back - keeping a cool head in a crisis

139 Patience

Humour

Capacity for work

138 Honesty

Loyalty to pupils

Impartiality

121 Determination

Efficiency

Ideas

117 Leadership

Skills at dealing with people

Administration

115 Ability

Experience

Enthusiasm

114 Accepted by colleagues as a good teacher

Energy

Tact

**100 Organise**

Man management

Loyalty

**93 Loyalty to policy**

Stamina

Compassion tempered with toughness

**81 Tact**

Knowledge

Ability to work with others

**67 Independence**

Foresight

Wisdom

**60 Sense of humour**

Proportion

Ability to fix things immediately

**53 Administration**

Command respect of staff

Successful teaching record

**52 Efficiency**

**43 Efficiency**

Get on with staff and pupils

Educational awareness

**39 Humour**

Skilled practitioner in the classroom

Competent administration

Get on with pupils and teachers

Awareness of educational developments

Administration efficiency

- 35 Consistency
- Committment
- Organisation
- 25 Tenacity
- Vision
- Persuasiveness
- 24 Good health and capacity for hard work
- Organisation drive
- Intelligence
- 21 Careful
- Foresight
- Organisation
- 20 Professional integrity
- Conscientiousness
- Personality in tune with needs of staff and pupils
- 13 Organisation
- Pastoral
- Discipline
- 11 Patience
- Even handedness
- Honesty
- 9 Good class teacher thus gaining respect from staff, pupils and parents
- Firm but friendliness with pupils and staff to have a likeable personality
- Self motivated, innovator of new ideas and practices but one wise enough to have foreseen possible dangers and pitfalls
- 3 Tact and understanding
- Decisive



# Organisation

## MIDDLE MANAGEMENT

## FEMALE

311 Discipline

Organisation

Communication

310 Integrity

Efficiency

Sense of humour

304 Discretion

Ability to keep confidences

Integrity

297 Support for both head and colleagues

Confidence

Concern

296 To assist the head as fully as possible

Positive and sure of ones responsibilities

To liaise with staff and head confidently

289 Organisational ability

Teaching experience

288 Organisational skills

Reliability

Interest in people

286 Approachability

Ability to organise

Hard working

278 Liaise between staff and head

Discipline

Be involved with kids and staff

275 Leadership

Loyalty to staff

Understanding

261 Patience and tact

Ability to liaise

256 Firm

Fair

Consistent and being approachable

255 Strong discipline

Helpful

Organised

254 Impartiality

Supportive

250 Organising ability

Administrative ability

Experience in all types of school role

244 Sensitivity

Authoritative

Administrative ability

243 Assertive

Approachable

Supportive

239 Ability to organise

Ability to listen

Ability to discriminate and act

235 Fairness

Efficiency

- Good discipline
- 234** Organisational ability
  - Ability to get on with people
  - Carry the can for the staff
- 233** Organisational ability
  - Good disciplinarian
  - Conscientious
- 231** Knowledge
  - Tact
  - Loyalty
- 230** Efficiency
  - Diplomacy
  - Strength and good classroom teacher
- 228** Diplomacy
  - Firmness
  - Understanding
- 223** Able to organise and plan efficiently
  - A good caring classroom teacher – thus gaining credibility with staff
  - Be approachable
- 220** Ability to recognise need for change and initiate ideas
  - Establish means of generating staff opinions on issues
  - To be seen to be fair
- 218** An ability to listen
  - Organisational ability
  - Impartiality
- 217** Intelligence
  - Good judge of character
  - Caring about people



- 215 Integrity
  - Ability to get on with colleagues
  - Ability to lead by example
- 213 Imagination
  - Efficiency
  - Understanding
- 210 Stimulate ideas
  - Respect of colleagues and pupils
  - Listen carefully and enhances peoples confidence
- 204 Ability to organise
  - Ability to coordinate
  - Able to get on with everybody – show no favours
- 202 Be able to liaise and not betray confidences
  - Practice what he preaches
  - Be aware of staff grievances and problems
- 198 Tact
  - Sense of responsibility
  - Loyalty
- 191 Diplomacy and tact
  - Organisational ability
  - Good teacher in own subject
- 190 Ability to get on with everyone
  - Understanding and support
  - Patience and fortitude
- 186 Enthusiastic
  - Diplomatic
  - Mediator
- 181 Firmness

Ability to arbitrate

Fairness

179 Global view

Integrity

Courtesy

169 Good discipline

Organisation

Relationships with staff and sixth form

### MIDDLE MANAGEMENT

### MALE

158 Humanity, interest in people

Brains – genuine intellectual abilities

Administration/communication skills

153 Organiser

Counselling skills

151 Getting on with staff

Good discipline

Backing up staff

148 Deal with people at personal level

Hard working

Tact and diplomacy

143 Interest in the children

Competence in man management

Competence in timetabling

142 Approachable

Discipline

Fairness

140 Ability

Experience

Tolerance

137 Integrity

Consistency

Courage to stand up to head on behalf of staff and vice versa

136 Capacity for hard work

Tact

Organisation

135 Wide experience

Clear thinking

Good listener

134 Presence

Tact

Broad back (crocodile skin)

133 Respect

Authority

Efficiency

131 Enthusiasm

Ability

Honesty

130 Common sense

Sense of humour

129 Organisation

Discipline

Pastoral

127 Organisation

Ability to handle people

Sense of humour



- 125    Conscientious
  - Knowledgeable
  - Hard working
- 123    Listen
  - Advice
  - Support staff
- 120    Man management
  - Outward concern for pupils, staff and school
  - Enthusiastic approach to education and developments inside and outside school
- 119    Proven classroom ability
  - Administrative competence
  - Approachable and cheerful personality
- 116    Gain respect of children
  - Gain respect of parents
  - Industry
- 113    Accept the responsibilities that they are paid for and not delegate
  - Remain in touch with classroom teaching throughout year groups and not opt out in preference of paperwork
- 112    Ability to lead
  - Organise
  - Empathy, diplomacy
- 110    Diplomacy
  - Honesty
  - Understanding
- 109    Experience
  - Efficiency
  - Make teachers job easier

- 108    Empathy for staff
  - Empathy for kids
  - Finger on what makes school tick
- 106    The 2 faces of Janus
  - Tough skinned to face head and staff
  - Organisation
- 104    Integrity
  - Hard working
  - Reliable
- 102    Vision
  - Put ideas into practice
  - Diplomacy
- 91    Fairness
  - Firmness
  - Humanity
- 89    Tact
  - Good relationship with staff
  - Willingness to teach 50%
- 88    Foresight
  - Handle adults
  - Organise themselves and others
- 82    Eager for work
  - Friendly attitude
  - Firmness
- 80    Intelligence
  - Sensitivity
  - Appreciation
- 73    Deal sensitively with colleagues and pupils

- Inspire children
- Discipline
- 68 Teach well
- Honesty
- Clarity of thought and action
- 66 Efficient
- Discrete
- Competent
- 65 Listening skills
- Large-mindedness, breadth of vision
- Empathy with junior staff
- 64 Clear vision of desired educational objectives
- Analytical power for current practices
- Loyalty to head
- 63 Excellent classroom teacher
- Manager of adults
- Good listener
- 62 Adaptability
- Manage people respectfully
- Enthusiasm for administration
- 59 Discipline superior
- Organisation
- Intelligence
- 58 Diplomacy
- Administration
- Capacity for hard work
- 54 Clarity of communication
- Efficient handling of relevant administration



- Good memory for detail
- 51 Management
- Pastoral
- 48 Decisive. Positive
- Reasonable
- Tough
- 46 Understanding
- Listening ear
- 41 Diplomacy
- Experience
- Patience
- 40 Hard working
- Strong forceful personality
- Intelligence
- 37 Resilience
- Management
- Pastoral skills
- 36 Take over school if necessary
- Integrity
- Humour
- 34 Sympathy
- Efficiency
- Humanity
- 33 Supportive
- Organisation
- Discipline
- 29 Decisive
- Respect from pupils

Recognise excessive workloads

28 Discipline

Organisation

Approachable

27 Tact

Common sense

Humour

26 Sympathy

Understanding

Deal fairly

23 Discipline

Hard working

Approachable

18 Discipline

Administration

Inspire respect in pupils and staff

17 Efficient organisation

Personality

Set a faultless example

15 Man management ability to get on with all types of adults and pupils

Honesty

No grudges, no favouritism

14 Mind of his/her own and not a 'yes' man

Purpose and not just paper shuffler

Presence

8 Arbitrator

Professional expertise in classroom

Consistency

- 7 Tact
- 6 Confidence
- Approachability
- Set example at all times
- 5 Efficiency
- Understanding
- Ability
- 2 Discipline
- Fair
- Tact
- 1 No need for them

ASSISTANT TEACHERFEMALE

- 316 Approachability
- Fairness to staff over covers for absent colleagues
- Good discipline with children and staff when necessary
- 313 Authority
- Respect
- Understanding
- 312 Discipline
- Tact
- 309 Good discipline
- Be genuine
- Good organiser
- 307 Loyalty
- Patience
- Understanding
- 306 Love



**Intelligence****Able to relate and communicate****305 Liaison between head and staff****Ability to take over when head is absent****303 Ability to liaise between head and staff****Confidence in his/her ability to deputise in heads absence****Organising ability****302 Listen to opinions of staff****Discuss points with head on behalf of staff****301 Organisation****Liaison between head and staff****300 Ability to communicate at all staff levels****Experience of the school as a teacher****A thick skin or deaf ear or both****299 Authority****Approachability****Organising ability****298 Honesty****Good discipline****Well organised****295 Hard work****Availability/consultative****Discipline****294 Understanding****Firm****Approachable****293 Approachability****Adaptability**

- Love of people
- 292 Ability to get on with staff
- Ability to organise
- 291 Knowledge of school
- Knowledge of pupils
- Knowledge of staff
- 290 Support staff with problems
- Ability to enforce discipline
- Encourage parental links with school
- 287 Ability to deal effectively with people
- Ability to see other persons viewpoint
- Organisational ability
- 285 Organisational ability
- Flair for innovation
- Planning and diplomacy
- 283 Ambition
- Authority
- Understanding
- 282 Approachable
- Firmness
- Be able to cope under pressure
- 281 Real interest and care for pupils
- Firm discipline who can command respect
- Be able to get on well with all sections of the school community and parents
- 280 Leadership
- Ability to get along with staff
- 279 Ability to liaise between head and staff

- Ability to help staff
- Counselling skills
- 277 Mediator
  - Able to give some time to teaching - stay in touch
  - Counselling qualities
- 276 Compassion with teachers and pupils
- 274 Loyalty to staff as well as head
  - Support for teachers
- 273 Ability to act as head if required - good executive ability
  - Good intellect
  - Good communicator
- 270 Organising ability
  - Strong discipline
  - Supportive of colleagues
- 269 Ability to back up policies of head
  - To facilitate communication between head and staff
  - To ease job load of head
- 268 Mediator between head and staff
  - Ability to lead if called upon to do so
  - To innovate new ideas
- 265 Recognise his/her responsibility for discipline - should not be totally left to subject teacher
  - Should not be aloof
  - Should regularly consult rest of teaching staff without showing bias
- 260 Understanding
  - Knowledge of individual departments
  - Organisation
- 259 Diplomacy



Good administrator

Efficient

258 Leadership

257 Ability to get on well with people

Ability to delegate

252 Organisational ability

Support for teaching staff

Sense of humour

251 Understanding

Ability to listen

Experience of all levels of ability within the school

249 High discipline standards

Good pastoral care/interest in pupils

Ideas innovator

248 Ability to organise

Ability to discipline

Ability to make firm decisions

247 Decisiveness

Good organisation skills

Diplomacy

246 Sincerity

Good organiser/teacher

Respect others

245 Should be an individual thing. Can't be stereotyped

241 Ability to be decisive

Have mind of his/her own

Ability to liaise impartially between head and staff

240 Organisation

Ability to relate to both staff and pupils

The judgement of Solomon

238 Organisation

Helpful

Leadership

236 Caring

Organiser

Direct

232 Good at liaison

Even tempered

Good organiser

229 Fairness

Efficiency

Tact

227 Loyalty

Enthusiasm

Leading by example

226 Expertise in the job of teaching

Friendly and sociable

Fair

224 Ability to control situations

Respected by staff and pupils

Respectful of view of others but not easy going

219 Up to date method competence

Personnel management

Organisation

211 Efficiency

Supportive

- Good mediator
- 208 Sympathy. Tolerance
- Unselfish
- Understanding and care for people not themselves and determination to do best for all (or at least majority)
- 206 Good disciplinarian
- Thorough administrator
- Considerate to other staff
- 205 Good relationship with people at all levels
- Ability to delegate
- 201 Tact
- Good discipline
- Good organisational skills
- 199 An ability to deal with people as colleagues not children
- Intelligence
- The ability to listen and not repeat
- 197 Ability to consult and discuss problems
- 195 Tolerance
- Understanding
- Sense of humour
- 194 Organisation ability
- Diplomacy
- Through his teaching skill earn the respect of staff and pupils
- 193 Sense of humour
- Fairness
- Common sense
- 189 Good teacher and respected
- Diplomatic



Good at listening

188 Friendliness

Firmness

Tolerance

187 Ability to mediate

Decisive attitude

Leadership

185 Diplomacy

Air of authority but approachable

184 Good discipline

Tact

Organisational skills

183 Organisation

Get on well with people and be prepared to back people up

Good discipline

182 Command respect

Strong personality

Communication

180 Good mediator

Patience

Integrity

178 Empathy

Efficiency

Flexibility

177 Humanity

Leadership

Efficiency

176 Communication with staff

Approachable

Good administrator

174 Awareness

Fairness

Good organiser

171 Leadership

Consistency

Adaptability

167 Organisation

Fair sense of discipline

Helpfulness

ASSISTANT TEACHER

MALE

159 Ability to deal with people

Organisation

Trustworthy

156 Head of discipline team

Organise

Good communicator with staff

152 Decisiveness

Ability to listen

Promptitude

150 Helpful

Knowledgeable

Honest

147 Concern for me as a teacher

Interest in the children

Management

- 146 Counsellor
  - Organiser
  - Teacher
- 145 Organisation
  - Discipline
  - Affability
- 141 Innovative – looks for new ideas by consulting staff
  - Understands running of the school
- 132 Leadership
  - Understanding and cooperation
  - Patience
- 126 Manager
  - Agony Aunt type for pupils and staff
  - Innovator
- 124 Supportive
  - Keen
  - Personable
- 118 Communicate and arbitrate
  - Take over running of school
  - Oversee and coordinate curriculum
- 107 Administration efficiency
  - Initiator
  - Discipline, counselling role
- 105 Experience
  - Fairness
  - Discipline
- 101 Honesty
  - Courage



	Humour
99	Perception
	Tact
	Organisation
97	Discipline
	Able to coordinate
	Sound knowledge of pupils
96	Good organiser
	Flair and vision
	Diplomatic
95	Organisation
	Understanding of practical problem
	Instil discipline
94	Firm
92	Efficiency in detail
	Accessibility
	Exemplary teaching skill
90	Approachable
	Humour
	Organisation
87	Approachable
	Consistent
	Management
85	Discipline
	Energy
	Intelligence
84	Communicate between head and staff
	Teacher - able

Take pressure from above and below

83 Lead if head is absent

Not to be a puppet

Friendliness with staff

79 Leadership potential

Man management

Drive

78 Warmth, humanity

Firmness

Tact

77 Experienced teacher

Effective charismatic person

Caring personality - for colleagues

72 Strong personality

Unflappable

Energetic

70 Approachability

Efficiency

Confidence

69 Communicate with head and staff

61 Commands respect from staff and pupils

Efficient and possessing drive and charisma

Witty and creative

57 Leadership

Organisation

Delegation

49 Fair

Hard working

	Loyalty to head
45	Good decision maker
	Lead by example
	Good with pupils
44	Leadership
	Authority
	Humanity
42	Leadership
	Firmness
	Understanding
32	Lead by example
	Well organised and efficient
30	Efficiency
	Management
	Fair but firm in dealings
16	Strength of purpose and conviction
	Character
	Approachable
10	Staff voice at management
	Discipline
	Opposite sex to head
4	Understanding
	Self confidence
	Efficiency



E 30

**What main qualities should a Head possess**

SENIOR MANAGEMENTFEMALE

- 315 To carry his/her staff with him/her with vision  
Humane intellectual equipment: and an intellect  
Fire in the belly
- 308 Command respect  
Consistency  
Open mindedness
- 271 Caring about people  
Good intellect  
Being able to lead
- 267 Leadership  
Tact  
Sense of proportion
- 237 Mediation  
Tactician  
Good teacher
- 203 Leadership  
Man management  
Ability to consult
- 172 Forward view  
Man management  
Command respect from pupils and staff
- 168 Vision  
Humanism  
Organisation

SENIOR MANAGEMENTMALE

- 155     Take a broad view  
          Leadership qualities  
          Delegate - trust your staff
- 139     Understanding of complete works of school and different subject  
          techniques  
          Tact  
          Direct without dictating
- 138     Ability to disappear  
          Progressive, growing educational theory  
          Answerability
- 121     Strength of purpose  
          Clear philosophy  
          Diplomacy
- 117     Leadership  
          Skills dealing with people  
          Political skills
- 115     Leadership  
          Experience  
          Man management
- 114     Thick skin  
          Accepted as competent in classroom  
          Sociability
- 100     Vision  
          Intellect  
          Man management
- 93      Vision. Clarity of thought  
          Honesty in man management

	Flexibility
81	Experience
	Work with and for others
	Set an example
67	Tolerance
	Initiative
	Perception
60	Committment
	Drive
	Flexibility
53	Vision
	Confidence
	Inspire others
52	Leadership
43	Efficiency
	Get on with staff and pupils
	Educational awareness
39	Educational visionary
	Communicate
	Humour
38	Vision
	Care
	Patience
35	Positive consistent leadership
	Consult and act
	People manager
25	Tenacity
	Vision



Persuasiveness

- 24 Intelligence – because so much follows from this
- Organisation drive
- Good health and capacity for hard work
- 21 Careful
- Leadership
- Inspire
- 20 Professional integrity
- Delegation
- Leadership
- 13 Organistion
- Man management
- Initiative
- 11 Diplomacy
- Compassion
- Courage
- 9 Stand back and view the school, curriculum and policies from a distance – willing to make corrections
- Approachable and personable – firm leader but having tact and diplomacy
- Listen and flexible to change his mind if views of staff seem unanimous, reasonable and acceptable in educational sense
- 4 Understanding
- Self confidence
- Efficiency
- 3 Tact and understanding
- Skilled and experienced teacher
- Organisation

MIDDLE MANAGEMENTFEMALE

- 311 Discipline  
Communication
- 310 Leadership (not dictatorship)  
Integrity  
Perception - able to see beyond the superficial and know what really happens in school
- 304 Leadership  
Strength of character  
Understanding
- 297 Leadership  
Loyalty  
Good discipline
- 296 To be in total control of staff, parents and pupils  
As a person to guide, consult and confide in with confidence  
To know what his position is and to live up to it
- 289 Ability with outside agencies  
Ability and rapport with parents  
Organisational ability - teaching experience
- 288 Total support for staff  
Firm strategy  
Be prepared to listen
- 286 Vision  
Organisation  
Hard working
- 278 Good manager of manpower  
Demand respect from kids and staff  
Be approachable

- 275 Loyalty to staff and school
  - Diplomacy
- 261 Intelligence
  - Integrity
  - Wisdom
- 256 Leadership (decision making)
  - Concerned for underlings (job prospects and emotions)
  - Be seen around the school
- 255 Tact – fairness
  - Decisiveness
  - Sympathy
- 254 Ability to delegate
  - Fairness, showing no favouritism
  - Ability to communicate on all levels
- 250 Firmness
  - Fairness for staff and pupils
  - Consistency
- 244 Sensitivity
  - Leadership
  - Administrative ability
- 243 Management
  - Approachable
  - Fair – supportive
- 239 Clarity of thought
  - Honesty
  - Ability to organise
- 235 Authority
  - Good grasp of everything



- Good manner
- 234 Decisive
- Sensitive
- Dependable
- 233 Decisive
- Honest
- Charismatic
- 231 Decisiveness
- Ability to innovate
- Strength of purpose
- 230 Leadership
- Ability to get on with people, good classroom teacher
- Courage
- 228 Decisiveness/leadership
- Courage
- Understanding
- 227 Authoritative
- Approachability
- Updated administrative knowledge
- 226 Expertise in the job of teaching
- Management skills
- Fair in dealing with staff
- 223 Thorough knowledge of staff and pupils
- Willingness to lead and a sense of direction
- Inspire confidence in staff and pupils
- 220 Ability to make a decision after a consensus opinion has been obtained
- A vision of what the school should become
- Respect and sensitivity to pupils, staff and parents in equal measure

- 218     **Empathy**
  - Organisational skills**
  - Ability to make decisions**
- 217     **Intelligence**
  - Decisiveness**
  - Hard working**
- 213     **Imagination**
  - Sensitivity**
  - Supportiveness**
- 210     **An over all picture of the school**
  - People can see where the aims are proceeding**
  - To carry the staff in lines of procedure**
- 204     **Enthusiasm**
  - Able to motivate others**
  - Ability to delegate and consult**
- 202     **Fairness**
  - Understanding**
  - Communication**
- 198     **Decisiveness**
  - Leadership**
  - Sense of responsibility**
- 191     **Ability to keep tabs on everything and everybody**
  - Diplomacy**
  - Firmness when dealing with unpleasant events**
- 190     **Consistency**
  - Reliability and availability**
  - Determination**
- 186     **Innovative**

Supportive

Exemplory

181 Firmness and fairness

Ability to deal with those outside who enter the school

Manage with a positive attitude to discipline

179 Global view

Integrity

Courtesy

169 Discipline

Loyalty to staff and willingness to back them up

Good powers of expression – speech and written

#### MIDDLE MANAGEMENT

#### MALE

158 Humanity, interest in people

Brains – genuine intellectual qualities

Administration, communication skills

153 Principles

Support staff

151 Decisiveness

Discipline

Backing up staff

148 Decision making qualities/judgements

Genuine

Honesty

143 Consideration

Respectibility

Fairness

142 Approachability



Administration

Discipline

140 Organisation

Management

Confidence to delegate

137 Relate to people (pupils and adults)

See cause and effect

Relate to all staff

136 Tenacity

Tact

Resilience

135 Energy

Good listener

Clear thinking

134 Administration

Management

Diplomacy

133 Respect

Authority

Organisation

130 Common sense

Sense of humour

129 Man management

Understanding of classroom needs

Time to teach

127 Management of people

Ability to lead

Handle discipline

- 125     **Hard working**
  - Fair**
  - Humility**
- 123     **Listen**
  - Decide**
  - Support staff**
- 120     **Time to listen to staff and pupils**
  - Being able to maximise everybody's potential**
  - Get things done**
- 119     **Immense power of thought – widely read**
  - Unflappable and determined personality**
  - Willingness to make decision and stick to them**
- 116     **Definite figurehead**
  - Tact and diplomacy**
  - Encourage staff cooperation**
- 113     **Know pupils and staff**
  - Know when to use dictate, consult, delegate, cajole**
  - Keep in touch and finger on the button**
- 112     **Lead**
  - Organise**
  - Empathy, diplomacy**
- 110     **Confidence**
  - Leadership**
  - Understanding**
  - Honesty**
- 109     **Experience**
  - Efficiency**
  - Make teachers job easier**

- 108     Progressive outlook – development for the future
  - Welfare of staff and pupils
  - Approachable
- 106     Diplomacy
  - Patience
  - Impartial judgement
- 104     Manage people
  - Fairness
  - Wisdom
- 102     Vision
  - Take decisions and face their consequences
  - Know when to consult and when to dictate
- 92     Exemplary teaching skill
  - Outstanding intellectual ability
  - Humanity without jollity
- 91     Fairness
  - Firmness
  - Humanity
- 89     Lead by example
  - Out and about round school
  - Not pander to public opinion
- 88     Patience
  - Active and fertile mind
  - Foresight
- 82     Charisma
  - Discipline
  - Humour
- 80     Intelligence



**Sensitivity**

**Appreciation**

**73 Admit not always right**

**Deal sensitively with colleagues and pupils**

**Management**

**68 Teach well**

**Honesty**

**Clarity of thought and action**

**66 Inspire**

**Approachable**

**Sincere**

**65 Empathy. Insight**

**Trust of staff**

**Good manager**

**64 Sense of direction**

**Withstand pressure**

**Intellect**

**63 Excellent classroom teacher**

**Manager of adults**

**Good listener**

**Supportive of staff in crises**

**Respect from children**

**62 Commitment to educational principles**

**Intellect**

**Adaptability to new conditions**

**59 Create a teaching team**

**Fair and just with people**

**Cultured**

- 58     Judgement
  - Integrity
  - Guts
- 54     Moral integrity
  - Broad educational sympathies
  - Personal but critical management style
- 51     Charisma
  - Management
  - Pastoral
- 48     Confident
  - Democratic
  - Capable
- 46     Leadership
  - Motivate staff by personal drive and imagination
  - Diplomacy
- 41     Feeling for local politics
  - Impartiality
  - Firmness
- 40     Intelligence
  - Hard working
  - Strong forceful personality
- 37     Vision
  - Management
  - Supportive
- 36     Leadership
  - Vision
  - Accept responsibility
- 34     Personality

Principles

Sympathy

33 Skilled man manager

Discipline

Self assured enough to let people do their job

29 Decisive

Respect from pupils

Recognise excessive workloads

28 Discipline

Fairness

Understanding

27 Empathy

Diplomacy

Humour

26 Sympathy

Understanding

Deal fairly

23 Back staff

Knowledge

Understand problems of staff

18 Knowledgeable in all areas of curriculum

Able administrator

Inspire respect in pupils and staff

17 Personality

Efficient organiser

15 Man management. Recognise everyone is different

Try to get the best out of everybody

No favouritism



14	Leadership
	Man manager
	Manipulator, diplomat
8	Understanding outlook
	Professional expertise in classroom
	Management
7	Diplomacy
	Confidence
	Caring for school as a whole
6	Confidence
	Approachable
	Set an example
5	Dignity
	Air of authority
	Compassion
2	Discipline
	Fair
	Tact
1	No need for them
<u>ASSISTANT TEACHER</u> <u>FEMALE</u>	
316	Ability to consult
	Ability to realistically appraise needs of pupils
	Good discipline
313	Authority
	Respect
	Understanding
312	Discipline

	Respect for colleagues
309	Good discipline
	Be discrete
	A good motivator
307	Ability to command respect
	Strong discipline
	Tolerance
306	Love
	Intelligence
	Able to relate and communicate
305	Consistency
	Compassion and understanding
	Ability to outline and enforce the aims and policies of the school
303	Confidence in own judgement
	Compassion toward both staff and pupils
	Ability to deal diplomatically with difficult situations
302	Lead by example
	Appreciate work by teachers in all aspects
	Ability to be understanding of personal problems of staff
301	Firm leadership
	Supportive and encouraging
300	Caring attitude to both staff and pupils
	Dedication to the running of a happy school
	Leadership by example
299	Authority
	Charisma
	Management
298	Honesty

- Good discipline
- Well organised
- 295 Sympathy
- Sensitive
- Fairness
- 294 Ability to delegate
- Ability to communicate with staff
- Confident manner
- 293 Love of people
- Even temper
- Conciliatory
- 292 Ability to delegate
- Sensitivity to problems in the school
- Tremendous energy and patience
- 291 People relationships
- Motivation of others
- Knowledge of actual teaching
- 290 A presence that commands respect
- Availability to staff
- In touch with the realities of classroom teaching
- 287 Vision
- Ability to operate changes in practical terms
- Ability to inspire confidence
- 285 Public relationships with staff/parents etc
- Organisational abilities
- Decision making
- 283 Authority
- Be able to consult/be approached



- Be approachable to pupils and staff
- 282 Work under pressure
- Consult staff on major issues
- 281 Real interest and care for pupils
- Administrative ability
- Firm disciplinarian who can command respect
- 280 Leadership
- Awareness of the problems of his staff
- 279 Leadership - ability to make decisions, efficiency etc
- Man management skills - awareness of feelings, of what's going on etc
- Caring, flair
- Articulate in communication
- 277 Ability to deal with people
- Ability to stay above day to day but descend when needed
- Caring for staff and children rather than LEA
- 274 Leadership with understanding
- Thoughtfulness for staff
- Support for staff before children
- 273 Good executive ability
- Good intellect
- Good communicator
- 272 Man management
- Consistency
- Be decisive
- 270 Strong personality - sets standard of behaviour
- Sound knowledge of curricular options, exam boards etc
- Loyalty to his staff
- 269 A good administrator

A good man manager – handle staff well

Caring attitude to all children

268 Ability to lead staff and pupils

To maintain good discipline

Movement within the school to prevent staff becoming stale

265 Ability to make decisions

Approachability

Personal strength of mind

264 Care about welfare of staff

Care about welfare of pupils

Consider changes that would benefit 1 and 2

263 Consideration

Strong reputation with outsiders

Organisational ability

262 Trust in his staff

High standard of discipline

Ability to make decisions

260 Respect (towards and from staff and pupils)

Understanding

Dedication to school

259 Intelligence

Delegator

Instil confidence in others

258 Leadership

Sensitivity

Objectivity

257 Ability to organise

- Ability to delegate
- Ability to get on well with people
- 252 Organisation ability
- Tact
- Sense of humour
- 251 Fairness
- Ability to stand alone (not to have friends)
- Not to form instant impressions of teachers which are unalterable
- 249 Confidence and leadership
- Idea innovator
- 248 Firm and decisive
- Self confidence
- Professional attitude toward colleagues
- 247 Authority
- Decisiveness
- Approachability
- 246 Sincere – real interest in pupils and staff
- Respect others and their opinions (including treating male and female equal)
- Well organised in all educational areas
- 245 Should be an individual thing. Can't be stereotyped
- 241 Positive leadership
- Decisiveness
- Equanimity
- 240 Humour
- Compassion/understanding
- Drive
- 238 Organisation



Approachable

Leadership

236 Leadership

Honesty

Firmness

232 Good manager

Caring and sympathetic for staff and pupils

Knowledgeable (of job and teaching)

229 Vision

Ability to make decisions

Approachability

224 Ability to control situations

Respected by staff and pupils

Respectful of views of others but not easy going

219 Up to date method competence

Personnel management

Organisation

211 Leadership

Good manager

Command respect

208 Sympathy. Tolerance

Unselfish, understanding and care for people not themselves

Determination to do best for all (or at least majority)

206 Good speaker

Sound knowledge of social factors in area

Understanding nature towards staff and pupils alike

205 Good relationships with people

Good in group situations

- 201     Managerial skills
- Ability to handle people
- Tact
- 199     Command respect through own hard work
- Be supportive
- Be decisive in disciplinary matters
- 197     Sympathy
- Ability to lead
- Ability to make decisions
- 195     Listening
- Decision making
- Sense of humour
- 194     Clear aims and objectives which he conveys to staff and pupils alike
- Approachability and willingness to listen to opinions and evaluate fairly
- A business like approach to the management of the school. Directing with authority and consensus.
- 193     Sense of humour
- Fairness
- Common sense
- 189     Ability to recognise and reward hard work
- Good manager and organiser
- Diplomacy and sympathy (understanding)
- 188     Tolerance
- Leadership
- Approachability
- 187     Demoncratic leadership
- Familiarity with all aspects of school activities

- Supportive, constructive attitude
- 185 Sympathy toward staff/pupils problems
- Tact
- Discipline
- 184 Diplomacy
- Close involvement with activities throughout school
- Good discipline
- 183 Organisation
- Get on well with people
- Vision
- 182 Leadership
- Decisive
- Strength of character
- 180 Decisive
- Ability to listen
- Good at public relations
- 178 Efficiency and good organiser
- Breadth of vision
- Flexibility
- 177 Leadership
- Humanity
- Intellect
- 176 Communications with staff
- Approachable
- Good administrator
- 175 Management
- Leadership
- Educational



- 174     Strength of character
  - Fairness
  - Awareness
- 171     Leadership
  - Approachability
  - Humour
- 167     Non dictator
  - Reasonable, logical and intelligent
  - Skilled at public relations

ASSISTANT TEACHER                      MALE

- 159     Deal with people
  - Respect of pupils and staff
- 156     Good manager of staff
  - Able to set a good example and targets for people
  - Consult and then decide
- 152     Decisiveness
  - Ability to listen
  - Promptitude
- 150     Helpful
  - Knowledgeable
  - Honest
- 147     Concern for me as a teacher
  - Interest in the children
  - Should teach
- 146     Delegate
  - Public relations
  - Counsellor

- 145    Organisation
  - Discipline
  - Affability
- 141    Knows individual pupils
  - Qualities in consulting with teachers/parents
  - Compassionate, understanding, fair, innovative
- 132    Leadership
  - Understanding and cooperation
  - Patience
- 131    Enthusiasm
  - Low animal cunning
  - Tolerance
- 128    Man management
  - Flexibility
  - Ability to listen
- 126    Manager
  - Discipline
  - Innovator
- 124    Well qualified/informed of current practice
  - Respected
  - Prepared to teach now and again
- 118    Innovate change
  - Support staff
  - Coordinate and direct school organisation
- 107    Leadership. Concern for staff, support, welfare
  - Decision making
  - Initiator
- 105    Experience

	Man management
	Honesty and supportive
101	Honesty
	Authority
	Industry
99	Approachable
	Sense of justice
	Prepared to roll up sleeves, muck in, become involved and enthusiastic
98	Firm
	Fair
	Flexibility
97	Inspire staff and pupils
	Fairness
	Understanding of needs of staff and pupils
96	Sympathetic to and supportive of staff
	Approachable
	In full control but a good delegator
95	Leadership
	Knowledgeable of the problems of particular departments
	Wide general knowledge
94	Respect
90	Knowledge and understanding of staff as individuals
	Impartial
	Intellect
87	Approachable
	Confidence
	Integrity
86	Consistency



- Not worried about being popular
- Hard working
- 85 Intelligence
- Consideration
- Strength
- 84 Gain respect and confidence of staff
- Able teacher
- Administration
- 83 Impartiality
- Discipline
- Faith in staff
- 79 Leadership
- Man management
- Drive
- 78 Warmth, honesty
- Firmness
- Tact
- 77 Experienced teacher
- Effective charismatic person
- Caring personality - for colleagues
- 72 Determination
- Fairness
- Confidence
- 70 Approachability
- Efficiency
- Confidence
- 69 Leadership
- Put over ethos of school to parents and kids

- 61      **Commands respect from staff and pupils**
  - Efficient and possessing drive and charisma**
  - Witty and creative**
  - Precognition**
- 57      **Leadership**
  - Delegation regarding administration**
  - No nonsense diplomacy**
- 49      **Caring/fair**
  - Sense of humour**
  - Hard working**
- 45      **Decision maker**
  - Clearly knows aims and directives of school**
  - Good leader**
- 44      **Leadership**
  - Authority**
  - Humanity**
- 42      **Leadership**
  - Firmness**
  - Understanding**
- 32      **Lead by example**
  - Well organised and efficient**
- 30      **Leader**
  - Efficient**
  - Competence**
- 16      **Positive ideas**
  - Carry through ideas**
  - Consistency**
- 10      **Discipline**

**Tact and sympathetic to needs of staff**

**Enthusiasm to be willing to fight for his/her school**



E 34

Should the pastoral needs of a school be dealt with by; others

SENIOR MANAGEMENT      FEMALE

315      We need extra staff. Smaller groups in the less able or disruptive parts

SENIOR MANAGEMENT      MALE

81      Both

24      Caring intelligent people - how they organise it is not crucial

MIDDLE MANAGEMENT      FEMALE

297      Teacher who really know the child eg form teacher or one who sees him/her most

261      Form teachers in colloquy

243      Form tutors

191      Form teachers and Year heads

179      Any if it operates well

MIDDLE MANAGEMENT      MALE

158      Generally pastoral staff cannot solve disciplinary problems, their main work, only record them

130      Why are all schools going overboard on pastoral needs?

113      Returned to form teacher

41      Whatever suits each school

34      Everyone

18      Depends on number of problem children in a school

ASSISTANT TEACHERFEMALE

- 306 None. Simple keeping all units small
- 293 Combination of pastoral/academic objectives
- 287 All teachers and advice from qualified counsellors
- 279 Which ever best suits the particular school situation
- 251 Form teachers
- 248 Team work between school staff and a qualified non teaching counselling department
- 232 Form tutors
- 229 All 3
- 208 Every adult in school and extras
- 201 Don't mind as long as its effective

ASSISTANT TEACHERMALE

- 156 Mixture of first two
- 126 Form teacher

E 34

Do you ever suffer from conflicts of role. If yes please state

SENIOR MANAGEMENT      FEMALE

315      Teaching versus administration

271      Deputy/departmental

SENIOR MANAGEMENT      MALE

139      Deputy head discipline and subject teacher

114      Not enough staff to do without dual roles

100      Discipline/careers work

93      Classic no mans land of deputy head

60      Class teacher. Member of department, deputy head, member of management team

39      When dealing with discipline

38      Developmental policies conflict with care and respect for staff

13      Head has variety of roles - support staff/LEA policy

11      HOY/HOD

9      Acting head, deputy head, Union rep, health and safety rep

MIDDLE MANAGEMENT      FEMALE

311      Often late for lessons because of pastoral work

278      HOD and form tutor

256      Too much is demanded ie form teacher, HOD, working parties, administration

254      Worry about how far I should become involved with pupils personal problems

250      How to teach a class and expect to sort out a pastoral problem which needs immediate attention



- 231 When class, year and school policy occasionally conflict
- 223 Between counselling and teaching
- 222 I am a year tutor, 2nd in department with HOD who is frequently absent, particularly at crucial stages of year eg during exam entries week etc.
- 217 Pastoral/departmental
- 210 Demands placed on pastoral role. Problem of time allocation
- 179 HOD/teacher
- 169 Demands of the timetable, homework marking, preparation etc make it impossible to fulfil role as HOD

MIDDLE MANAGEMENTMALE

- 158 Energetic subject teachers may be promoted to pastoral posts and the department suffers
- 157 Form time available to do 2 jobs for one allowance
- 154 Not enough time to devote to that and teaching
- 153 Division of time
- 144 Year head work with certain responsibility for Music
- 140 Not being allowed to be responsible for my responsibilities
- 133 Pastoral. Departmental
- 125 When is misbehaviour departmental and to be dealt with by HOD and when does it become responsibility of HOY
- 120 Working parties and teacher training versus HOD work
- 113 Expected to be in 2 places at once
- 108 Deciding allocating proportion of time to each
- 104 Too few hours in the day - need to choose between roles at times of pressure
- 88 HOD/Pastoral/house responsibilities

- 73 Departmental and pastoral
- 64 HOD/Staff tutor
- 54 Trying to define what is best for a pupil – the helper/teacher conflicts with the critic/maintainer of the system
- 34 HOD/pastoral/advisory
- 27 Caring person versus support of school policy
- 19 Confusion to the pupil
- 14 Pastoral, departmental

ASSISTANT TEACHERFEMALE

- 313 Form teachers role
- 309 Some useless members of staff getting paid more to do less
- 299 Teaching versus disciplining
- 291 HOD/form tutor
- 287 Teaching/discipline/pastoral in relation to pupils
- 282 Form and teacher
- 279 Pastoral-years 2 and 3. House 2 to 6.
- 277 Pastoral versus departmental
- 276 There is not enough time allocated for all the different roles demanded
- 274 I am supposed to be in charge of remedials but do not hold a post of responsibility
- 269 Pastoral takes so much time it conflicts with teaching time
- 258 Sometimes I have to be teacher/counsellor/clerk at same time
- 251 House systems encourage a stepping over of teacher/pupil boundary. Some pupils take advantage in lesson situation
- 247 Time involved in pastoral work, working parties etc detracts from work in department. No obvious solution to this as both are very necessary but time consuming

- 236 As a parent/teacher
- 207 Teaching french and trying to justify it
- 185 Not applicable in 1st school department
- 183 Little time for anything
- 180 Complaint from students in my tutor group about someone in my department
- 177 All of these
- 176 Member of many departments

ASSISTANT TEACHERMALE

- 146 Year head/departmental head pastoral
- 94 Finding who one should go through
- 61 Conflicts of objectives
- 57 Pastoral needs time. Time is limited in academic work
- 50 Conflicts between views of adults
- 49 Separating pastoral and teaching role
- 44 Friend/adviser versus policeman



E 36

Who do you think sets the 'climate' in your school; others

SENIOR MANAGEMENT                      MALE

93      Cleaners

MIDDLE MANAGEMENT                      MALE

130      Combination of all

54      There should be a balance ie synthesis rather than as sometimes  
         happens estrangement

41      Politicians

7        Combination of all or some

ASSISTANT TEACHER                      FEMALE

306      Interaction of all

279      Mixture

ASSISTANT TEACHER                      MALE

16      Head

E 38

Does the share out of responsibility allowances reflect the competence of the holders in your school. In NO please comment.

SENIOR MANAGEMENT      FEMALE

- 315 I suppose every school promotes or appoints beyond the competence level now and then.
- 308 Historical reasons.
- 271 Having a face that fits does.
- 267 Money allocated in former affluent times and political appointments.
- 175 Loss of points now creates anomalies.
- 172 Inbalance in scaling.
- 168 Lazy heads of department. Incompetent holders of scale posts.

SENIOR MANAGEMENT      MALE

- 138 Over the years, different heads have promoted different types for different reasons. Competence and rewards are never matched.
- 121 Not always - people change, promotions are permanent.
- 115 Errors have been made.
- 114 Not enough points.
- 93 Protected posts. Mistakes in appointment.
- 67 Reward of length of service.
- 60 Some posts held for historic reasons - money no longer rightly earned.
- 53 Falling rolls have ossified the promotion ladder.
- 52 Decline in years and appetite of long appointed HOD.
- 43 Younger outstanding teachers lack advancement.
- 39 Some are sinecures.
- 38 Some over promoted teachers in years gone by.

- 35 Falling roles produce 'one teacher' departments on high scales.
- 24 Not in all cases. Some were over promoted years ago. Some less competent than they were. Many are unrewarded.
- 21 Poor appointments reducing committment.
- 20 Bar at middle management.
- 13 Scales have been awarded in the past in error - for wrong reasons.
- 9 Scale 3 holder does not do enough outside classroom and indeed set in ways (old fashioned) in classroom.

MIDDLE MANAGEMENTFEMALE

- 310 Head often promotes good disciplinarians whom he assumes are automatically good teachers - has sometimes resulted in 'idle scivers' being promoted well beyond their ability.
- 297 Favouritism.
- 288 Often able people who are outspoken don't get promotion and people get allowances for responsibilities which have disappeared - inertia.
- 278 No consistency in allocation - long service awards usually, but sometimes as a carrott to keep staff. Not often for dedication.
- 275 Recent ones gained by being in favour.
- 261 Not always.
- 256 Some are good at interview and poor at the job.
- 255 Many underpaid. Many overpaid.
- 254 Allocated on seniority rather than ability.
- 250 Too many chiefs, not enough well paid indians.
- 233 Historical - school has changed since some allocations.
- 231 Many appointments given for grace and favour or early retirement pension assistance.
- 230 Image making appears to be more influential in getting promotion, not ability.



- 223 Not enough scales due to falling rolls so competent teachers unrewarded. Some 'deadwood' on higher scales not able to do job or to get out due to high unemployment.
- 222 Holders of responsibility generally considered to be inefficient.
- 220 Some scale 4's bear no comparison with others, or even, with some scale 3's.
- 217 Totally ineffective head of year.
- 204 Often given for length of service.
- 202 Unequal responsibilities for some allowances.
- 198 Often given on length of service or who shouts loudest.
- 191 Part time never get them despite great committment.
- 186 The comparison is with those who have no responsibility allowance.
- 179 Some diabolical promotions.

MIDDLE MANAGEMENTMALE

- 158 Some departments have very good junior staff who are not adequately rewarded. Most heads of department are competent but the 3 - 4 division is hard to fathom sometimes.
- 153 Insufficient differentiation.
- 148 Incompetent deputy.
- 143 Heads of year largely appointed from colleagues who have not made HOD.
- 142 Unfair. Unrelated to responsibility.
- 140 Often reflects scarcity aspect.
- 136 Some pastoral posts not very competently carried out.
- 134 Too generous - many given to people with little experience.
- 133 Department does not always invovle as much work as pastoral.
- 129 Too much emphasis on pastoral system.

- 120 Lack of response to certain needs.
- 113 Not always. Teachers promoted to responsibility either from choice to opt out of teaching side, or because of new duties. Have less time available for teaching.
- 112 Competent teachers do not get any allowances.
- 109 Some of the best teachers are the least paid.
- 106 If your face fits ...
- 104 Some were handed out in times past when promotion was more easily available.
- 103 Does it ever.
- 102 There are not enough points to go round.
- 91 Insufficient allowances to reward all deserving cases.
- 88 Too many responsibilities left to too few people overburdened.
- 82 Years of service should be a factor.
- 80 Chosen sometimes for reasons of expedience.
- 73 Departmental heads competent. Competency of senior staff leaves a lot to be desired.
- 68 Misguided appointments.
- 66 Some have been promoted beyond their abilities.
- 64 Because of inherited structures (pre comp).
- 63 Because a set number of points are allocated to a department regardless of ability.
- 62 Reflect historical accidents of reorganisation in the past.
- 58 Resulting from reorganisation.
- 54 Teachers give up from time to time, no longer deserving what they justifiably obtained once.
- 47 Some are, some are not competent.
- 41 Much depends on your politics.

- 40 It rewards some incompetent teachers with nondescript images.
- 37 Outdated for the current organisation.
- 36 Some bad appointments made.
- 33 Poor appointments. Shrinking school has lead to anomolies.
- 28 Two staffs amalgamated - too many positions to maintain.
- 27 Sorry, no.
- 26 No assessment of individuals means teachers sit on their scales and decay.
- 22 Many incompetents in senior positions.
- 18 Most competent are not necessarily in positions of responsibility.
- 17 Poor interview/job allocation. Mismanagement.
- 8 Couple of incompetent scale post holders for subject areas.
- 7 In higher management yes. Middle management no.
- 6 Teachers sitting on posts - reallocation of responsibility taking place.
- 5 Too many at the top with too little to do.
- 2 Many unfair legacies of previous head's regime.
- 1 Patronage play a large part. If your face fits, showy rather than actual teaching.

ASSISTANT TEACHERFEMALE

- 316 People appear to have been promoted on the basis of length of service rather than competence.
- 314 Some have held the same post for a considerable time and have become disillusioned and apathetic.
- 313 Not enough rewards for competent teachers.
- 309 Some useless members of staff getting paid more to do less.
- 306 It reflects a particular kind of competence but leaves out many other kinds. This competence is usually the ability to organise things and to



deal with trouble in a 'bully boy' fashion; which works in a short term way.

- 301 Scale posts not always used to full advantage.
- 298 Many staff received scale posts for responsibilities which have now ceased to exist through reorganisation.
- 295 No consultation.
- 294 If you keep quiet about what you do no one seems to know or care.
- 293 The share out reflects the philosophy of the 1960's when points were plentiful - therefore inappropriate to the 1980's thinking.
- 287 Varies according to how long ago allowances were awarded. I don't think a fair distribution is likely in any school.
- 280 A large number are incompetent and very poor teachers.
- 279 Some people hold more than one post which makes life very hard eg HOD and Year tutor.
- 277 Many people have responsibility allowances for jobs they no longer do.
- 274 Some lack control and discipline.
- 270 Some people have too heavy a load, others not enough.
- 269 Some people do NOT do their jobs.
- 266 The allowances in some cases have been given for other reasons - willingness to take teams - length of service.
- 265 Time spent at school leads to promotion.
- 259 Seems to reflect amount of time at school rather than efficiency.
- 257 Staff have protected posts from before reorganisation.
- 253 Some receive extra money and do very little ETRA.
- 252 Due to the economic climate at the time people were in the right place at the right time. No possibility now as there is no money for promotion.
- 249 Many are inexperienced in the particular area they are responsible for. Others are given 'jobs' to help discourage laziness and apathy while

those who deserve such promotions are taken for granted.

247 A year tutor may not necessarily be active in that role, likewise a HOD but may be on a scale post which remunerates for work inadequately done.

245 Subject teachers in head's own subject usually favoured.

241 Not always competent.

240 Too many chiefs.

236 Some teachers have scales but no longer do the job the scale was given for.

232 Some 'jobs for the boys' left over from old head.

227 Once obtained, in some instances, no further work done.

226 Vagueness about what responsibility scale post holds.

224 Many scale 1/2 teachers are more competent.

208 Don't know.

207 Promotion is often through incompetence - out of the classroom and into a office.

201 Some wrongly promoted.

199 In a junior school there are many small responsibilities which cannot be covered by 3 scale 3's and one scale 2.

197 Old pupils and long standing members of staff hold many of the points.

189 Some teachers who have responsibility are not as competent as they should be.

188 Involved in too many activities to be effective.

187 Most allowances are titles only - holders showing no expertise or enthusiasm for named area of responsibility.

185 There are no scale 2 teachers at all in the first school. Just the head of infants, scale 3.

184 Some staff on scale 2 incapable of taking responsibility. Scale posts

unevenly distributed.

- 180 Some scale 4 posts are still a relic from the grammar school days.
- 178 Too many pre houghton scale 4's without extended responsibility.
- 171 Some are more able than others when actually faced with the work after interview.
- 167 Maths and science are overstaffed and in general most highly paid. Crawlers get promotion.

ASSISTANT TEACHER

MALE

- 156 HOD's and year tutors are incompetent in some cases.
- 147 Responsibilities not defined. Promotions not given according to competence.
- 145 Too many jobs now redundant but scales still held by original people.
- 141 Criteria not defined or is not appropriate.
- 128 The share out doesn't. Many incompetent people hold key posts and can't be shifted.
- 126 Many HOD's out of date and disorganised.
- 124 Length of service ie whether face fits very important.
- 118 Some teachers on scale posts don't do very much.
- 105 Not all with responsibility are paid for it.
- 99 There are those who competently take on responsibility unremunerated
- 96 Pay scales too inflexible.
- 86 Allowances sometimes given to favourites.
- 85 Favourites promoted.
- 78 Too few scale points to reward able teachers.
- 77 Not always trained.
- 72 Incompetent teachers in certain departments get allowances they do not deserve.



- 70 In the past regarded as a bonus for x years teaching.
- 69 Whimsical.
- 61 Rapid change may not precipitate increased competence.
- 44 Too many chiefs not doing what they are paid for.
- 30 Some positions of responsibility are held by incompetent, unreliable teachers.
- 16 Most have posts but not always what I think to be the right ones.
- 12 Favourites prosper.
- 10 Holders are not necessarily most competent or hard working.

E 39

How do you get your work problems and frustrations 'out of your system'.

Others

SENIOR MANAGEMENT      FEMALE

315      Studying physics and philosophy

271      Yoga, music

SENIOR MANAGEMENT      MALE

138      Aim for early retirement

43      Walking

9      Colleagues, teachers at different schools

MIDDLE MANAGEMENT      FEMALE

261      With difficulty. School holidays

256      Hitting my stuffed rabbit

250      Switching off when possible

244      Prayer

221      Going to the pub

220      Not easy to explain to other people

210      Have plenty of other interests

179      Drinking

MIDDLE MANAGEMENT      MALE

134      Long walks

119      Sleeping

106      Cycle to work - grind the problem into the road

80      Forget them

- 73 Being taught that psychologist that work is not the most important aspect of life
- 65 Writing
- 58 Switching off
- 54 Talking with friends who are teachers
- 33 Drinking
- 28 Alcohol and family
- 6 Night out with the boys
- 5 Working them out

ASSISTANT TEACHERFEMALE

- 312 Going home, relaxing
- 298 Having a bath, or a drink or a cigarette
- 264 Drinking alcohol
- 229 Family activities
- 208 Meditation

ASSISTANT TEACHERMALE

- 111 Go to the pub
- 86 Repairs, car repairs unrelated to school
- 84 Hill walking
- 79 Resolved by inner debate
- 69 Getting drunk
- 61 Music
- 57 Dissipation in time. Usually during holidays
- 10 Work out at health club



E 42

What factor motivates you the most; others

SENIOR MANAGEMENT      FEMALE

315      The hope, still, that we can 'make it all better'. Wouldn't feel frustrated otherwise

SENIOR MANAGEMENT      MALE

138      Disillusioned with lack of progress in the system and my own inability to have had any major effect over 25 years of arguing makes my main aim getting out

117      Impossible combination of 3

81      Enjoyment of job

67      Realism

11      Having children of my own

MIDDLE MANAGEMENT      FEMALE

275      Pay at the end of the month

231      To make the best job I can of the job I've been given

MIDDLE MANAGEMENT      MALE

134      Pay day. Prospect of early retirement

119      Being a breadwinner

113      I think I know my job and enjoy doing it

112      Chance of finding new interests and meeting new people

106      Support wife and family

102      As a HOD I feel I cannot let down other members of staff in my department therefore I always have to be available to them. Not ask them to do things I do not do myself.

- 65 Christian/gospel based vision of education as liberation NOW
- 28 Earning a living
- 27 Pride in doing a job correctly
- 18 If you take a real interest in children and develop courses that are of benefit to them it gives you a sense of self fulfilment and pride if successful

ASSISTANT TEACHERFEMALE

- 292 Money - the means to independence
- 279 Involvement with children, colleagues, the school - wanting to see the whole thing succeed
- 187 Satisfaction of helping each and every child achieve their best and overcome their problems

ASSISTANT TEACHERMALE

- 99 Belief in the importance of what I'm doing
- 87 Fear of failure
- 78 Self fulfilment in serving the students
- 69 Doing a job properly
- 49 Desire to do a good job
- 32 Good work from pupils
- 16 Other 2 are not forgotten but why be satisfied with the lower rungs of any ladder

F 1

What, if any, changes would you like to see in the teaching profession, and why.

SENIOR MANAGEMENT      FEMALE

- 315      Better quality intake. All teachers to have to put in 5 years outside the cocoon, in the great big world. Pay comparable with doctors, dentists. Time, as in university teaching, for research, curriculum development.
- 308      Better professional development/structure - boost morale and improve performance.
- 271      More ancilliary help to deal with non teaching matters like form filling and looking after resources. Would give more time for real job.
- 267      Clearly defined roles. Simplified salary structure.
- 237      More professional status.
- 203      Incompetent teachers removed. Higher job prospects. Better salary. More respect from parents.
- 168      More money for teachers and those who have responsibility over and above teaching role. Greater flexibility in what it taught/experienced. Less beaurocracy, form filling, justification exercises for the sake of the advisory service. Less empire building and easier means to rid profession of incompetents.

SENIOR MANAGEMENT      MALE

- 138      Openess, acceptance by teachers that they are not pillars of the community but just ordinary people with the potential to make change for the better if only they would use it.
- 121      Reduction in stress caused by the pressures of heavy workloads, large classes, more awkward pupils. More general involvement of staff in



school life which could follow reduction of stress and weariness.

117 More good teachers, smaller classes, better and newer resources.  
Teaching Council governing entry and exit to profession. One union.  
Abolition of private education. Remuneration in line with Houghton.

100 Assessment.

93 Firmer selection procedures. Initial training more tightly linked with  
practitioners and for longer, including a more thorough probation and  
including a second stage after say 2 or 3 years to enlarge the trainees  
understanding of the processes of education. Better, cleaner working  
conditions. Less obstructive responses from LEA when repair to fabric  
is manifestly overdue. More in service training time.

81 Remove incompetent heads and staff. Build up unity of teaching  
profession/union/associations by forming teaching council.

67 Better time analysis but related to quality of task.

60 Annual assessment. Sack the incompetents. Single professional grade.  
Compulsory refresher courses.

53 Professional rate of pay related to a clearer definition of a teachers  
obligations. Periodic assessment of a teachers performance and  
general situation not attached to salary conditions.

52 One union profession in order to provide a solid front to attacks from  
government and LEAs.

43 Teachers to create their own standards for entry and promotion. More  
vigorous examination of teacher performance.

39 Vastly improved salary. Improved promotion prospects. Smaller  
classes. More preparation time. Root out incompetents and time  
servers.

38 Easier to fire or redeploy teachers - in order not to blight certain  
teaching areas for generations of pupils.

- 35     Structured developments - courses every 5 years of at least one term and other in service courses to enable teachers to keep pace with educational developments.
- 24     Proper training in working hours and tied to it a need to prove competence. Those who cannot cope; Lazy - out. Unsuccessful trier - alternative role.
- 21     Reversal in removal of corporal punishment. Assessment of teachers and removal of poor and lazy ones - we owe this to pupils and parents. Greater investment in buildings maintenance and equipment.
- 13     Higher status through increased salary, removal of lame ducks, attraction of better quality staff.
- 9     Salary paid to teachers comparable to similar professions. Move away from small schools if only to ensure that headteacher does not have class responsibility. Smaller classes.
- 3     More emphasis placed on classroom teaching. Class teacher should be rewarded more and given more time off to prepare. Effective disciplinary procedure for bad teachers. Heads should be removed from all management not to do with teaching.

#### MIDDLE MANAGEMENT

#### FEMALE

- 311     Frequent in service courses. Smaller classes.
- 310     Salary increase to attract more able entrants. Falling rolls used to decrease class size significantly.
- 297     More professionalism. Fair rate of pay.
- 296     That heads of department carry out their position more fully and advisers check that these positions are correctly fulfilled. LEA advisers take a keener role and visit their schools. Advisers generally should be checked to see if their job is done correctly as they are too ready to criticise others when they need to 'keep in touch' themselves.



- 289 Less high posts - more democracy - return to training teachers.
- 288 Like teachers to teach not to be secretaries, nurses, mothers, social workers etc as well as teaching. Therefore we need to appoint more secretaries, social help etc.
- 286 Because of innovations eg profiling, active tutorial work etc, it would be helpful if a) more time was given for the paperwork associated with the above and b) full time courses were available where one didn't feel one was inconveniencing colleagues.
- 278 Change of image as portrayed to the public - not just underworked and overpaid civil servants.
- 261 By teachers; more literacy. Better speech. Teaching by example. Staff to be truthful. By administrators; good centralisation.
- 256 A more structure curriculum. Less options, more depth of work. Entering 6th with exams already attained. Back to the old grammar and secondary. More private, less administration, more time to actually teach. Better pay.
- 255 Disciplinary procedures removed from role of subject teachers. More effective teaching methods encouraged. Better pay.
- 250 Better cooperation between LEA an schools - often feel school works in isolation. More constructive in service training to cater for what teachers REALLY need not to give a platform for advisers quirks.
- 244 More teachers - smaller classes and closer relationships with pupils
- 235 Promotion in the classroom.
- 234 Respectability of profession.
- 233 Better image - we are no longer respected - would salary increase bring this about.
- 231 There should be much more guidance given nationally as to methods of teaching that are available and the kinds of results the different methods have.



- 230 Erosion of promotion based on subjects - there is too much inter departmental wrangling. Some way of encouraging teachers for hard work, ideas, enthusiasm (not promotion). Some way of directing teachers to take an interest in professional matters and not to lock themselves in classrooms.
- 228 I should like to see fewer moves towards impersonal management. I liked school life better when there was more stress on the importance of teaching, the shop floor work. We are beset by too many chiefs, too many people thinking of things for us to do when our business is teaching the children. Of course I don't mean you should not care for childrens problems.
- 223 A way of getting rid of bad teachers - damaging to pupils and frustrating to other staff. Get rid of 3 tier system and go back to 11-18 secondary schools - pupils academically suffer when arrive at 13, also its more enjoyable as a teacher to get to know pupils really well from age 11 - 16 or 18. New salary structure.
- 220 If the present level of job opportunity remains, then more chance to have refresher courses, learn new skills, keep up to date with new development; swapping of responsibilities. Shorter and more frequent secondments. Administrative staff in schools.
- 218 Teachers should receive a salary which better relates to the professional job they do. Falling rolls should be used to promote a better pupil:teacher ratio.
- 217 That teachers specialising in different types of education are thought of as specialists and and not those who are not so proficient as others.
- 212 Professionalisation - equal to doctors and lawyers. Body of representatives eg akin to BMA.
- 210 Reorganisation of the pay scales. More reward given to the teacher who spends most of their time in the classroom - that is not to say

senior management should be paid well. Scales not being given at the 'whim' of the head.

- 198 Stricter 'exams' for entry into profession - lowering of standards recently. More accountability for work - too easy to get away with bad teaching.
- 191 More discipline - even the threat of corporal punishment as a deterrent. Better pay structure that will reward us as a profession, not a down graded 'trade' which is losing respect.
- 190 More though/consideration given to the requirements of the children and less of staff 'status'. The children only get one chance - too much career status causes damage to them.
- 181 More teachers, thus allowing smaller groups especially with less able pupils. This would also allow more educational visits to be made without disturbance to the school in general.
- 179 More efficient selection of headteachers in a process free from local politics. Weeding out of the lazy and inefficient teachers.
- 169 Provision for the dedicated and efficient teacher to reach the highest salary scales on a par with deputy heads - this would avoid such teachers having to move into management in order to achieve status and salary commensurate with their ability and qualifications. Provision for the removal of disruptive children from school. Provision of suitable practical work oriented courses for the non academic pupil.

#### MIDDLE MANAGEMENT

#### MALE

- 158 More teachers, smaller classes - more preparation time in school and better marking - better teaching. Substantial retraining opportunities,

say half a term every 5 years and possibly compulsory refreshment, up to date work and methods. Encouragement of exchange with other jobs - broadens teachers experience and brings outsiders into schools - better for our image. More regulation of heads and schools philosophies from above - less 'luck' in child's education and our working conditions.

153 Recognition for work outside the classroom. Realistic salary.

143 Proper recognition of responsibility. Comparativity of responsibilities. At the moment there are gross inequalities throughout the profession and within individual schools.

142 New fair salary structure.

140 I entered teaching when it was regarded as a profession, was proud to be called a teacher. I consider it to have been greatly debsed and undervalued, yet can find many reasons for this within the teaching body.

137 Complete review of curriculum to meet needs of the average 16 year old. Less stress on academic needs. Money available to break free of watered down grammar school curriculum many comprehensives seem to offer.

136 Changes in training to ensure more practical experience in classroom management. Colleges have been scornful of 'tips for teachers' but practicalities like marking, record keeping, registers, discipline, control techniques should play a part of pre teaching practice preparation.

135 Longer period of probation. More students failed.

134 Reintroduction of corporal punishment. Salary based on experience and promotion not to depend on the ability to interview well - but more on the ability to do the job required.



- 133 Higher salaries. Higher for those involved with difficult pupils. Easier ways of moving teachers who cannot cope into areas where they can.
- 130 Step back 20 years. Reintroduction of discipline. Scrap much of the pastoral system.
- 127 Higher scale for teachers other than scale 4 so that good teachers are encouraged to stay in the classroom. Fewer directives from above and more involvement by teachers in the decision making process.
- 125 A more conscientious attitude to work and a more clearly defined condition of service contract. Any changes which will dispel parents thoughts that teaching is the best part time job in the world are to be commended.
- 123 Realisation that the tinkering has to stop. Agreed core curriculum for each subject that will give all children a similar opportunity to learn.
- 122 Less heavily pressured to become part time social workers and family counsellors. We are not trained for this role and much work, when added to a teaching load, creates an unreasonable load.
- 120 Far easier to remove inadequate and incompetent teachers.
- 119 More selective entry to training colleges. Just rewards for responsibility and workload.
- 118 Greater professional status brought about by better salary, tighter job definition, higher levels of expertise (more in service training) and general recognition by government and media of crucial role played by teachers in society.
- 116 Financial recognition that teaching is a dedicated and very time consuming profession. More time for administration, preparation, marking, displays etc. Recognition of extra curricular activities. Less use of teachers for duties, covering etc.
- 113 Single structured scale of classroom teacher with probably qualification/experience bars, and extra allowance for HOD, HOY. At

present there is too much monetary differentiation between senior classroom teacher and senior management.

- 110 Weak and incompetent teachers weeded out because they make everyone else's job so much harder.
- 109 Recognition that teachers are important.
- 108 Great deal of the strife and low morale could be relieved by adopting one professional pay scale irrespective of school, position etc. Due to the educational climate many staff feel abandoned and undervalued and resent anomalies created by pay scales as they stand.
- 106 Must become a profession - at the moment a quasi profession. Weed out incompetent inspectors and advisers - more often than not they are failed teachers who crib ideas from teachers in schools and pass them on as theirs on courses. Headship to be as a collegiate system so that their security of tenure does not lead them to rest on their laurels - gives hope to teachers too.
- 104 Creation of General Teaching Council which, like the BMA, would play a key role in determining salary levels and conditions of work.
- 102 Big salary increase and thereafter pay linked either to cost of living or rise in average earnings. Greatest single cause of low morale evident in schools today.
- 92 Realistic salary levels. Reduced teaching load. Allowances for expenses. Weeding out incompetents.
- 91 Present falling rolls used to lighten the load of teachers instead of used to save money. We are rapidly going back to the situation I found myself in when I taught for a short time in secondary modern - large classes, lack of equipment etc.
- 89 Acceptance by public and government of the true value of teaching as a profession. Improved pay and conditions to enhance morale.



- 88 Fairer pay system. Good staff are losing out because of falling rolls and way in which responsibilities are shared (or not) at moment. More money into resources, equipment, materials. Regular inspection of teachers to try avoid deadwood building up.
- 82 Continental hours - more daylight time. Pay for extra hours put in. More scope for internal promotion.
- 80 Increase awareness of value of profession and recognition.
- 73 Hand over administrative role of head to professional administrators. Recognition of good teacher by awards of money - keep good teachers teaching. Formation of an organisation of teachers similar to BMA who will ensure maintenance of quality in profession.
- 66 More stringent controls on entry. More support for probationers. Restructure of pay scales to increase promotion. Proper in service training.
- 65 Decent salary rewards. More staff. More time for in service, staff and curriculum development. Sabbatical, job sharing, out of school experience.
- 63 General teaching scale to reward classroom teacher. You can choose to stay in the classroom.
- 62 More well qualified teachers. Compulsory, regular retraining. Guaranteed proportion of non contact time. Greater resources. Higher salaries.
- 59 Men and women given truly parity and both be caused to retire at 55 on full pension.
- 56 More resources in order to facilitate better opportunities for staff and pupils.
- 54 Means of demoting or removing from the system teachers who after the most sympathetic encouragement still persist in souring or



wrecking part of a school life.

- 47 Abolition of public school. Redistribution of wealth ie equality and equity.
- 46 Pressures seem to come mainly from outside the profession eg political, societies expectations of education, moral pressures on young people, prospects of employment, decreasing respect for authority.
- 41 Separate clever kids with supportive parents and give them a chance. Pay remedial teachers highly and have a properly trained cadre to deal with the flotsam who pretend to be undertaking education.
- 40 Salary structure which rewards thinking committed teachers who are willing to take on responsibility.
- 37 More accountability. General Teaching Council. Power to sack inefficient teachers.
- 36 Higher pay. More resources. Greater rewards for ordinary class teacher who show competence and have experience. Less interference from outside bodies and policies made for political purposes.
- 34 Proper professional wage together with payments for extra curricular work. Proper in service and access to courses.
- 33 Structured promotion with responsibility definitions. Senior staff trained in management. More secondment when staff change responsibility. Job specifications.
- 29 Change in view of media and public - general view now is that teachers do no work, no organisation, teach pupils nothing, work short hours, have long holidays, get large salaries and take early retirement on good inflation proof salaries. Fewer out of classroom experts.
- 28 Stronger discipline - return to higher level of behaviour.
- 27 Education should be regarded as an investment. Teachers should be 'on par' with other professions such as doctors, lawyers, local government

in terms of pay and status.

- 26 Accountability to improve the system in eyes of outsiders. Salary scale reflecting the job demands. Payments for good teachers rather than promotion to administration.
- 23 Development of courses which motivate pupils. 3/4 day week.
- 19 Higher standards at college. More selective entry to the profession.
- 18 More thorough training for students and longer probationary period with less demanding timetable. Smaller classes with special provision for disruptive pupils. Greater financial rewards for long term service on lower scales.
- 14 Return to the chalk face by management. A manager to be put in their place.
- 8 Reverse the trend towards larger units, they may be more cost effective but the destruction of the small 'village' attitude and the benefits which ensue are lost along with many possible attitudes in our society.
- 7 More movement to allow transfer of ideas, to stop stagnation, better promotion prospects. Smaller schools.
- 5 Authority given back to the teacher. Allow teacher to teach with less interference and form filling. Keep parents out of administration. Give the teacher back the status he used to have. Have more sympathy from head etc not constant moaning.
- 2 Removal of incompetent teachers at their initial training and probationary period. Salary structure based on common knowledge and public confidence that the teaching profession was staffed by people of proven ability.

ASSISTANT TEACHERFEMALE

- 316 Better training, greater emphasis on teaching in a variety of schools. Improved facilities. Help in dealing with obviously maladjusted children.
- 313 Increase in salary in line with non manual earnings.
- 312 Different scale system. More opportunity for promotion.
- 309 Something to boost morale - more prospects, money and better equipment.
- 307 Less interference and dictate from people whose only knowledge of school is their experience as a pupil.
- 303 Some kind of weeding out of incompetent, therefore usually unhappy teachers.
- 301 Getting rid of incompetent teachers - benefit him as well as colleagues. Teachers to behave more like professionals and be accountable for what they are doing - too much going on that is not accounted for. Back to 7-11, a move to raise standards.
- 300 Smaller classes. Better facilities, more books. Greater respect by the public, and hence by the children, for teachers and the problems we face.
- 299 A clear statement of contracted time and how much more is expected.
- 298 An education should be a valued privilege. Many parents see us simply as babysitters. A small proportion of children attend school simply to cause trouble. This 10% cause 90% of the problem. Heads of year have teaching timetables and do not seem to have the time or the expertise to handle these pupils. Heads and deputy heads appear to feel that these problems do not concern them. We must have a qualified non teaching pastoral department to take these children out of the usual classroom situation. They should only be allowed to return if and when they appreciate the privilege.



- 295 More money. Better conditions. Teaching to be considered a profession and treated as such. Less paperwork and duties.
- 294 Pay increase. Smaller classes - more teaching actually done.
- 293 Extension of environment; I find teachers rather narrow and limited in their conception of the larger society. Their impressions of others working conditions eg are often unbelievably idealistic.
- 292 I would like to see teaching assistants (in the true sense of the word), something like technicians, assigned to every teacher. Less criticisms directed at us, for the job to be evaluated properly and for us to be given credit for sometimes having worked miracles with very few resources.
- 290 Improve pay structure.
- 287 Better conditions of service (resources, staffing ratios, adequate preparation and marking time). Greater opportunity for discussion of principles, methods etc. More realistic financial rewards.
- 285 Sorting out of unsuitable teachers - by annual visits from advisers or other qualified/experienced members of the profession. Promotion or financial recognition for good teachers, since promotion prospects are now non existent. Reduction of workload, more time for marking, preparation.
- 283 Salary based on responsibility. More chance of promotion if worked for.
- 282 More chance of promotion. Movement to another school after so many years. Teachers assessment - poor teachers weeded out.
- 281 Reward for individual merit in the classroom.
- 280 More awareness by LEAs and senior management of problems experienced by many teachers and positive action taken. Promotion prospects improved. 'In post' retirement discouraged.

- 277 More value put on the grass roots teacher. More money if not more time for those who seem to have the heaviest load.
- 276 Teaching staff to be able to teach and not be expected to do other things - collecting money, replies from letters etc.
- 274 Better salary structure.
- 273 Improved teacher training particularly in the area of teaching of reading and comprehension. Restructuring of grades and salaries to attract well qualified innovative teachers.
- 270 Better career prospects for good teachers. Classes of no more than 15. I have two such classes this year and there is no discipline trouble and the amount of material that can be done with them is enormous. Teaching them is a pleasure both to pupils and teacher. Especially important with low ability and disruptive pupils.
- 269 More career prospects because the feeling that I am stuck in one place with no chance of moving up. A general change (reeducation) of society as to the standing of teachers - we are undervalued. A change in attitude towards teachers of remedial kids.
- 265 More in service training. Rewards for effort.
- 263 Time assigned for those non teaching duties. Increased recognition by those outside the profession of what is involved.
- 262 Closer liaison between heads and staff rather than delegation of work. More time to discuss ideas with other members of staff. A lessening of isolation due to pressures of work. More time to mark and prepare during school time.
- 259 Inefficient teachers weeded out because they make the job more difficult for others.
- 258 A restructuring of salary - similar starting wage but more improvement. Better promotion prospects. Not promotion to

management posts and therefore less teaching time. Employ managers and administrators and not good teachers for appropriate posts therefore increasing efficiency in all areas.

- 257 More in service courses in term time to keep up staff morale through new ideas. Opportunity to re appraise own teaching techniques etc.
- 252 Smaller classes. Back to the days of plenty of materials.
- 251 Probationary teachers should start with easy groups - thus building up confidence and reputation. Teachers new to the school should not be given difficult classes as this destroys confidence and reputation. Teachers who are reputedly 'hard' can take more difficult classes as their reputations go before them.
- 249 I like the idea of appointing professional administrators as this would provide more time for doing more positive things. More recognition for after school meetings and activities.
- 248 Teacher training; greater attachment to schools during training. Longer probabtionary period with support from training establishment and school. Probation to include weekly courses at regular intervals. Courses to cover pitfalls and problems as well as more positive aspects of the profession. Group therapy theme to establish similarities between self and others. Courses could also provide opportunity for the new teacher to stand back out of the classroom situation and assess what he/she is doing and whether, personality wise, they are suited to teaching.
- I would like to see a change in approaches to teacher training because although it is essentially an academic area, a great deal of emphasis is put on this perhaps at the expense of real teaching. Following a 3 or 4 year academic study course with a few weks in-school-practice along the lines new teachers are expected to walk into a school and cope



with personalities and people both in the classroom and in the staffroom -not an easy task and something which we come to terms with as experience and confidence grows. However, rather than being thrown in at the deep end and perhaps a longer more monitored and supportive probationary period would be advantageous. As teachers, many of us do not like criticism but perhaps constructive criticism, in the early stages of our career would be beneficial in the future. I personally would like to see all people who wish to enter the teaching profession showing some example of having done at least a 12 month period of work completely away from the school/college environment... It would seem that some, not all, teachers who go from school - to college - to school become very institutionalised and lose track of the 'real world'. Teachers should be granted greater recognition for work carried out inside and outside the classroom and school time. Many teachers work hard on clubs, fund raising, administration, parents evenings etc but it would seem that the public at large feel we work only during hours actually in the classroom. School should be more keen to open their doors so that members of the public can come along and see what is actually being done in the classroom. If what we are doing is right, then what have we to fear?

I would like to see greater equality between senior staff and junior staff. There is at times a psychological barrier between the two 'ranks' which can lead to a lack of harmony in the schools functioning. We are all aware that there must be, in every aspect of life, leaders and followers. However, surely there must also be an attitude and approach which is positive and confidence creating rather than negative and confidence destroying. We should perhaps work towards greater counselling facilities for teachers who feel that they are

suffering from stress as a result of work. Going to ones GP is fine but they too are somewhat overworked and not all are aware of the stresses within the teaching profession. Perhaps each authority could set up a body of counsellors who have some knowledge of teaching and who could listen with a sympathetic ear while offering constructive advice on how to cope.

It would be interesting to see some sort of training facility where teachers can be made more self aware and pupil aware with an aim towards stifling inhibitions and making members of the profession more self confident in team teaching situations.

- 247 Time allocation for marking correspondent to subject area eg English requires many hours at home to keep up with marking load - whereas other subjects are not necessarily so weighted. Two single periods of substitution free time do not extra compensate for this. I would also like to see a 9 to 5 working day where people are obliged to stay to do work or attend meetings and thus move away from any false public impression that our working hours are short. I would also like to see much smaller classes as the problems we encounter become more diverse, complex and time consuming every year.
- 246 Change in curriculum in certain areas - looking to the future role of pupils and needs of society. Abolition of staff break duties. Higher salary. Better promotion prospects. More in service training courses.
- 241 More movement so that staff does not become stuck in one school for nearly whole career. Some staff only experience one school, ideas become stale and stagnant.
- 240 Better pay scales which reflect committment at all levels. Less time spent on administration duties.
- 238 More rewards for teachers who devote more time to pupils than others. More promotional prospects.

- 236 Equal status for all departments (in secondary school) and equal opportunity therefore for promotion.
- 232 Incompetent teachers, heads included, kicked out. Management training for heads and management. More help in first schools for visiting other types of schools to enable them to expand knowledge of 'special needs' and techniques.
- 229 More cash. Better resources, better quality entrants to teaching, stricter assessment of serving teachers including heads. A salary structure which minimises stagnation at top of scale 1. More rewards for academic achievement. Slowing down of the pastoral band wagon.
- 226 Pay structure so that teachers don't have to wait for promotion before they can get an increase in salary.
- 224 An improvement in resources, fabric of buildings and furniture and more support from government - plus a realisation that education cannot be bought on the cheap.
- 219 Refresher courses. Periodical reviews.
- 211 Lower teacher pupil ratio.
- 207 New salary structure which rewards the ability of the teacher.
- 206 Fairer distribution of high and low ability classes to all members of staff in school. More efficient staff meetings. Perhaps a certain member of staff could have extra free periods to allow time to follow up queries and suggestions.
- 205 Extra allowances paid for extra work done. Better staff pupil ratio. More money spent on teachers.
- 201 A change of attitude from staff to see the job as a profession not including break/lunchtime/bus duties, even registration of forms.
- 199 Scale posts reviewed regularly. A careful weeding out of poor teachers. Opportunity for school exchange if job promotion prospects low.



- 194 More movement between schools - through either permanent or temporary swapping of jobs - in a similar way to the swapping of council houses. At least a half term full time refresher course every 5 years. A sabbatical year option every 10 years. An optional earlier retirement age say after 25 years service with a lump sum which could be converted into an annuity. Similar to the police force provisions.
- 193 Salary - far too low for work load involved.
- 189 I would like politics to be taken out of education. Inadequate teachers to be sacked. More movement - secondment into support services for periods of two years.
- 188 Smaller classes - to make mixed ability teaching more effective.
- 187 Assessment of all teaching staff (including heads). This would, if correctly and fairly done, get rid of the inadequate, smarten up the adequate but lazy and reward the more than adequate. Vastly improved professional support - medical, pastoral, remedial. Currently we are expected to be all things. All experts to all children and parents.
- 185 Injection of money into the system for new buildings, resources. Governing bodies consisting of a number of teachers, parents and one member from each of the main political parties to make it completely democratic. Compulsory refresher courses every 5 years - ie secondment for at least half a term.
- 184 Encouragement to go on courses by LEA through supply teacher cover and payment of course fees. Assessment of teachers so that those not capable can be discovered.
- 183 More help and ideas in teaching from more experienced staff. More resources and money available for resources. Smaller groups. Allowed to go on courses that would be helpful.

- 182 Change in the system of allocating scale points which does not seem a fair system of promotion. In industry, promotion is usually awarded as a result of 'doing a good job' because scale points are available and vice versa.
- 180 People being rewarded for hard work. Inefficient teachers weeded out.
- 178 Greater recognition for good classroom teaching work as opposed to administrative and innovation.
- 176 Smaller classes. Wages policy.
- 174 More contact with other teachers teaching same subject. More in service training. Senior management should be in more direct contact with rest of school. More cooperation in schools.
- 167 To be treated and seen as professionals. For the good classroom teachers to be rewarded and for apathetic and indisciplined teachers to be sacked.

ASSISTANT TEACHERMALE

- 159 Restructure of salaries - because of lack of promotion possibilities.
- 150 Less non teaching duties eg dinner money, form filling.
- 147 More open promotion prospects.
- 145 Lot more discipline in schools. More money. More democratic headmasters.
- 132 Reduction in staff pupil ratio. Smaller groups.
- 128 Doing away with permanent posts. Judge people on yearly basis as in industry. Realistic salary.
- 126 More in service training - time to reflect and find new methods. Freedom from exams - restrict usefulness and interest in content.
- 124 Trained management. Better systems of discipline. Smaller classes. More time for teachers to prepare, mark, record. Decent salary for

classroom teachers.

- 118 Greater professional status brought about by better salary, tighter job definition, higher levels of expertise (more in service training) and general recognition by government and media of crucial role played by teachers in society.
- 107 It needs to become much more like a profession with a single representative body - rather than the present very dissimilar collection of professional associations. This has been the biggest block to improvement in conditions and salary.
- 105 Promotion linked to performance as well as responsibility in order to reward good teachers. All teachers should serve at least 3 years in industry before completing probationary in order to have experience of schools market.
- 99 More community based education, reduction in school size especially at secondary level; reduction in class size; thus greater ability to meet each individuals needs, involve parents leading to greater understanding and appreciation then greater financial appreciation.
- 98 Reduction in class size particularly in junior and infant.
- 97 Weed out incompetents. More genuine interest taken in the teaching going on (by heads and deputies). Less emphasis on social work role. More effort to improve curriculum and pupil motivation.
- 96 Teaching develop as a profession with its own regulating body - improve the esteem of the profession and help to unite teachers towards a common goal.
- 90 Halve teaching load for better preparation, rest and marking. Abolish traditional day - mix subjects in random.
- 87 All parents think they know what teaching is - because they all went to school and saw somebody who was good and somebody poor.



Everyone is an expert and teacher status is low. Retraining would be good for morale. Lower school leaving age. Give us some leverage over pupils who will not play ball and work with us.

86 Opportunities for promotion. More pay and respect from society. Better equipment.

85 Internal professional assessment. Removal of poor teachers.

84 Realistic professional salary as a result of recognition of the importance of the role of teaching.

83 Smaller classes. Better pay. Get rid of poor teachers.

79 Better promotional prospects. More money.

77 Smaller classes. More recognition of qualifications held. More support from others as far as recalcitrant pupils are concerned.

72 Less monetary divisions between teachers. Longer probation but easier breaking in period - less timetable and more observation. Experienced teachers not being taken out of classroom for office type jobs but paid for their competence.

70 Better salary and promotion prospects. More free time to clear administration, marking etc. Better facilities. Lower class sizes. All would increase my effectiveness.

69 Better prospects. Better pay structure.

68 More resources. Better teacher pupil ratio. Teacher assessment.

61 More money. Ability to sack teachers.

57 Separation of teaching/pastoral roles. Pastoral should go into smaller groups where teaching is not a priority.

49 Restructure salary to encourage and reward classroom teacher.

45 Central professional body set up. More accountability of teachers. Sacking of incompetent teachers. Failing the worst students and probationers.

- 44 Way of dealing with incompetent teachers, other than reducing their work load.
- 30 Promotions by performance. Removal of incompetent teachers, inefficient teachers, unreliable, unsatisfactory teachers in all aspects.
- 10 Scale posts changed. Do not think they reflect amount of work being done by ordinary teachers, who because of falling roles have little chance of promotion. Insensitive way interviews are carried out - this does not happen in industry.

F 2

Have you, or a teacher known to you, experienced illness proved to be directly linked to stress, fatigue, tension etc.

SENIOR MANAGEMENTFEMALE

- 315 Lung abcess, later pneumonia; both brought about by the feeling I couldn't be absent (though ill) because I'd burden my colleagues. I know one teacher taught (with a deteriorating disease) till she dropped in her tracks. It's the burden feeling, not the idea that you're indispensible that is the killer.
- 308 Yes.
- 271 Yes. Heart conditions of friends. Colleague had mental breakdown.
- 267 Yes. Friend with nervous tummy and depression.
- 237 Yes. An older teacher unable to cope in a new comprehensive scheme. A probationary teacher who passed - just - but could not develop beyond this.
- 203 Yes.
- 168 Yes. Direct experience - a woman I know attempted suicide. Colleague had nervous breakdown.

SENIOR MANAGEMENTMALE

- 155 Yes.
- 139 Yes.
- 138 Yes. An eye specialist in London diagnosed my headaches as directly related to the 'kiddy winks' as he put it. No glasses needed.
- 121 Yes. A headteacher with high blood pressure.
- 117 Yes. Many.
- 100 Yes.



- 93 Yes. Permanent digestive tract ailment.
- 81 Yes. Following a breakdown between head and staff.
- 67 Majority of illness is stress related. Quote "teaching is the externalisation of internal processes" - the reason for stress.
- 60 Yes.
- 53 Yes. Several colleagues at all levels of responsibility.
- 52 Yes. Seems to be increasing in upper school sector. Basically children are harder to control, the authority of the school being harder to establish.
- 43 Many colleagues over the years.
- 39 Yes.
- 35 Many instances where teachers have shown signs of stress/tension. Manifested as colds, migraine etc.
- 24 Yes. I have when running the school and during research for part time MA.
- 21 One teacher had nervous breakdown. Others retire early and their release from teaching has clearly worked wonders.
- 9 Yes. Forced to retire in his mid 40's due to nervous breakdown - also suffers epilepsy.
- 3 Yes. Nervous breakdown leading to tense muscles and a bad back.

MIDDLE MANAGEMENTFEMALE

- 311 No. But as my subject (PE) means that I am involved frequently in after school activities, I often 'crawl' home exhausted physically, go to bed at 8.30/9pm.
- 297 Yes.
- 296 Blood pressure owing to the inability to relax.
- 289 Yes.

- 288 One colleague - nervous breakdown. Me - Irritable Bowel Syndrome.
- 286 Yes.
- 278 Yes. Trouble with spastic colon, stress linked.
- 275 Yes.
- 261 Myself (breakdown). Myself - migraine friday evenings, I do mean REAL migraine.
- 256 Yes. Two colleagues have suffered nervous breakdowns due to stress.
- 255 Yes.
- 254 Investigation of bowels, stomach etc - turned out to be due to nerves and stress - nothing physically amiss - 10 weeks absence. 5 months treatment for depression.
- 250 Yes. Have known a number of teachers, particularly married women.
- 244 Yes.
- 234 Yes.
- 233 Migraine, myself. Relative has taken early retirement after 22 years due to medically diagnosed stress.
- 230 A colleague suffers from ulcers that have resulted in the erosion of her stomach lining - attributed to stress by the doctors. She had been moved around the curriculum in a fairly cavalier fashion at our school. She is very obliging on the surface and does not make a fuss - hence the tension.
- 228 Varicose veins. Bad menopause. Linked to stress by doctors.
- 223 Yes. I have recently been diagnosed as having irritable bowel syndrome. Doctor says it is a stress related complaint. A colleague had a nervous breakdown.
- 222 Yes. 2 or 3 teachers at present school, one left school temporarily but has now returned and is heading for 2nd nervous breakdown.
- 220 I have known someone who was off school for some time because of stress.

- 218 Insufficient time to complete a very busy schedule caused a bout of severe sickness (nausea) lasting several weeks. When run down I get laryngitis - usually after a hectic period.
- 217 Yes. Nervous breakdown of some colleagues. I have suffered high blood pressure.
- 213 Yes. A colleague with heart trouble. I suffer from migraine at moments when tension is relaxed.
- 212 Yes.
- 210 Yes.
- 198 Yes. Has to be said that some of the teachers involved also met stress and tension at home.
- 191 Yes. Symptoms of a heart attack stopped after 5 minutes and checking by doctor at the time showed nothing physical. It happened after sort out a large number of pupils on a corridor.
- 181 Yes. A colleague has had time off school related to stress and tension.
- 169 I suspect the high absenteeism 10% is due to stress.

MIDDLE MANAGEMENTMALE

- 158 Some mysterious coincidences - 3 women with very serious illnesses within 2 or 3 years of reorganisation from girls grammar school to mixed comprehensive.
- 157 Yes.
- 154 Yes.
- 153 Yes.
- 143 Yes but the colleague had been wrongly entered into the profession.
- 142 Frequently. Of nervous breakdown type.
- 140 Yes. One currently on long term absence.
- 137 Yes. One had a physical illness must have been aggravated by constant lack of control and abuse from children. Now dead. All staff



suffer some form of stress.

- 136 Yes. Number of them. Several nervous breakdowns. 3 early retirements and at least one coronary directly attributed to job related stress.
- 134 Many.
- 133 Yes.
- 127 Yes.
- 123 Yes. A friend who was head of department (PE) on a split site who suffered a nervous breakdown because of the lack of support that he received and all that he was expected to achieve.
- 122 Yes. He quit teaching after 6 weeks in probationary year. A present colleague suffers from anxiety when subjected to great stress.
- 120 Yes. At least two who have suffered illness directly linked to school.
- 119 Yes.
- 116 Yes. Several.
- 113 Some friends and colleagues have attributed illness to this and retired prematurely because of it.
- 112 Yes. 2 suffered nervous breakdowns.
- 110 Yes.
- 109 Yes.
- 108 Yes skin disorders. Nervous breakdowns.
- 106 Yes. He is undergoing treatment for depression.
- 104 Yes. It happens with me reasonably predictably at the end of term.
- 102 Yes. One has had a heart attack and moved to a job in administration. Several have taken early retirement. Others left teaching altogether.
- 92 Yes.
- 91 Noticed increased tendency to early retirement - perhaps this is the first symptom.

- 89 Yes.
- 88 3 colleagues with ulcers. 2 died of cancer soon after retirement.
- 82 Yes. Case of shoplifting caused by mental breakdown - caused by stress of job and poor home life.
- 80 Yes.
- 73 Depression - led to complete lack of confidence. Doctors said main reason was lack of support by senior staff.
- 66 Yes. Inability to match up to goals.
- 65 Yes. 3 weeks off with exhaustion. Several staff here are ill with stress related sickness. Sister on leave with physical exhaustion from teaching.
- 63 Odd teacher to be genuinely off for such reasons. Generally they are teachers who find it hard to relate to children and adults.
- 62 Middle aged female colleagues died of cancer. A young female colleague had serious nervous breakdown.
- 59 Yes definitely.
- 56 Yes.
- 55 Mineral metabolism imbalance.
- 54 Yes. Colleague retired on breakdown benefit.
- 47 Yes.
- 46 Number of colleagues.
- 41 Yes, me. Sciatica recurring with stress. Recovery immediate if it occurs just before a holiday. Colds, catarrh hang about at school.
- 40 Yes.
- 37 Yes. Many teachers who suffer in this way. There is no way out for them.
- 36 Yes. Many colleagues presently show signs of stress and frequently have time off for recuperation.

- 34 Yes.
- 33 Yes.
- 28 Yes. Psychosomatic. Heart trouble. Body rashes. Persecution etc.
- 27 Many illnesses linked to stress - colds, rashes, headaches.
- 26 Yes. Several at my school left as result of nervous tension.
- 23 Yes.
- 22 Yes.
- 19 Yes.
- 18 I had 6 weeks off with anxiety/depression which prompted move to this school. At least two other staff tranquillisers one of whom managed to get out. The other had 13 weeks off with anxiety/depression following year.
- 17 Yes.
- 15 Yes. Because of too much pressure from management.
- 14 Yes. Body rashes. Throat infection.
- 8 A few years ago my competence as a teacher suffered. I was under stress from a lack of direction at school and from home problems. Together the result lasted for several months. Either on their own I could have coped with.
- 7 Yes. I have suffered anxiety directly attributable to stress and tension on a number of occasions but have learned to recognise the fact but not to ignore it.
- 5 Yes. Numerous occasions. Even to the extent of leaving the profession.
- 2 Yes.

ASSISTANT TEACHER

FEMALE

316 Yes. Another teacher.



- 312 No but frequently get overtired.
- 309 Yes.
- 307 Yes.
- 303 I have suffered from migraine, much more severely when teaching difficult children.
- 300 Stomach ulcers. Psoriasis. Heart attack.
- 299 Yes. Cataract which had only just been present for years was brought to the state of needing operation by stress on TP.
- 298 A fair number have died prematurely through, in my opinion, doing the job well and really caring. To do our job well we need to devote our lives. We are all much too busy trying to keep on top of the workload. We never have time to unwind.
- 295 Insomnia - tension related.
- 293 Yes on both counts. This is the most stressful job I have ever done.
- 292 Yes. I know 3 teachers who have had nervous breakdowns. A close friend always has insomnia (severe) as the end of a holiday approaches and during term time.
- 290 Loss of voice. Palpitations.
- 287 Yes but not directly linked with teaching. Teaching exacerbated the situation because of the additional stress it imposed.
- 282 Yes.
- 281 Psoriasis comes and goes according to stress, fatigue etc.
- 280 I haven't but many colleagues have.
- 277 Yes. 2 colleagues suffered nervous breakdowns.
- 276 Yes.
- 274 Yes.
- 273 Yes.
- 270 Back trouble - greatly exacerbated by having to carry piles of exercise books to and from staffroom for marking - no classroom base. The

nomadic mode is not helpful to teachers sanity.

- 269 Yes. Almost psychosomatic to avoid stressful situations.
- 266 Number of people told by GP that their indigestion/headaches/frequent throat infections are linked to stress, fatigue, tension.
- 265 Yes.
- 262 Yes. A near nervous breakdown suffered by a close friend, colleague.
- 260 Previous HOD was an alcoholic due to stress from school - needed lots of time off school - annoyed other staff. Often rushed into hospital after drinking bouts.
- 258 Yes.
- 253 Yes.
- 252 Yes. Nerves and depression.
- 251 One colleague finished up in a mental hospital. 2 years later she took early retirement (breakdown pension) in her early 30's. This teacher was successful until her school was closed on reorganisation - she was then moved to an ex-secondary boys school where she was given difficult classes.
- 249 Though I find my work sometimes stressful, I can cope with it as I understand what is causing it. Occasionally I just have to say 'no more' or I know I will reach breaking point.
- 248 Yes. Anxiety caused by depression and fear.
- 247 Depression from stress (teacher known to me). Self - stress related illnesses at times directly corresponding with heavy work load at school eg eczema and stomach upsets and colds when run down from working long hours at home.
- 241 Yes.
- 240 Most teachers are under stress during term time.

- 238 Yes.
- 232 Migraine. Rash.
- 226 Yes.
- 225 Yes. In my first term in teaching I became ill, didn't take time off at first became more ill and more stressed, then had to have a month off work suffering from extreme physical and mental exhaustion. Other teachers have had similar experiences.
- 224 Yes. Stomach trouble.
- 219 Yes. Me.
- 211 Yes. Known to me.
- 209 Depression. Due to stress.
- 207 Sister and 2 friends with nervous breakdown. Also colleagues past a present at this establishment.
- 206 Yes. I suffered twice in one year from intense backache and total loss of appetite due to stress and lack of time to relax. A friend suffers continually with eye and skin trouble in term time and his judgement has become impaired.
- 205 Yes..
- 199 One colleague is regularly absent due to fatigue.
- 194 Yes. I had a breakdown some 3 years after returning to teaching. Seeing my own hard work and ability being ignored and a much younger, incompetent teacher being upgraded as a result of pressure he brought to bear on a weak headmaster.
- 189 Have known 3 people suffer illness due to tension and stress linked directly to the job.
- 187 Yes, myself and others - headaches, sleeplessness, irritability, minor depression. Some - major breakdowns. One suicide.
- 183 Most teachers suffer from exhaustion at one time or another.



- 182 Yes. A friend of mine is on the verge of a nervous breakdown as a result of teaching in a junior school.
- 180 1 or 2 have taken early retirement because they could not cope.
- 174 Yes. Run down at beginning of holidays therefore prone to illness. Frequent loss of voice, lack of sleep.
- 167 A teacher in my school since September 1983 has had over 4 terms absence out of a possible 6.

ASSISTANT TEACHERMALE

- 150 Yes.
- 147 I was assaulted by a parent which led to acute depression. Absence of promotion has also led to this.
- 145 Yes.
- 132 Yes. Mental breakdown. Heart attack.
- 131 Yes. 3 colleagues who said they could not face the children any more. Head recently died of heart failure at 48.
- 128 Yes. I have been told my stomach upsets though real to me are psychosomatic.
- 126 Yes. Several. Often accompanied by stress at home.
- 124 Anxiety/depression causing sleeplessness; Palpitations.
- 118 Yes. Faked illness to avoid difficult situations.
- 111 Yes.
- 98 Yes
- 87 Yes. Due to management of her head.
- 86 End of term when I relax - usually catch cold even in summer. Others I know quite ill during term.
- 85 Yes.
- 84 Yes.

- 83 Yes.
- 79 Yes.
- 78 Yes.
- 77 Yes, me. One of my colleagues has committed suicide as a result of being unable to cope with teaching.
- 75 Yes.
- 74 Yes.
- 72 Yes. Early death on retirement due to heart attack.
- 70 Feel under par several times during term time.
- 69 Yes. Nervous breakdown. Moved to another job.
- 57 Yes. 3 former teachers ceased teaching and undergo hospitalisation. Know many colleagues have been ill and taken days off. NB, stress has a debilitating effect and lays one open via weaknesses to other illnesses.
- 49 Yes.
- 45 Tonsillitis when first started teaching.
- 44 Several. Leads to decline in morale.
- 30 I have known teachers experience illness through stress.

F 3

If you could structure the staffing of a school, how would you structure the senior and middle management.

SENIOR MANAGEMENT      FEMALE

- 315      Board of 4 or 5 people in charge of running the school. Chairperson held on rota system.
- 237      Involvement at all levels with children should be a consideration. No non teaching heads.
- 215      All enterprises work best with maximum 7-800. Elaborate structures less necessary then. Economic factor directly opposed to the achievement of a workable, comfortable school. Smaller schools more job prospects - more satisfaction.

SENIOR MANAGEMENT      MALE

- 155      House basis. House head for pastoral. Head and deputy overlook both aspects and care of staff.
- 138      No head. Senior management committee with 4/5 senior teachers on decision making in final analysis with open style discussion across entire staff. There MUST be channels of opinion that do not go through others.
- 121      Fewer deputy heads.
- 93      Vastly more secretarial/ancillary support and reduce the chores. Appoint few highly gifted and experienced teachers each of whom would have near total responsibility for a segment of the population, with overall systems of staff care and training and pupil crisis counselling.
- 60      Senior management with specific responsibilities. HOY paid



temporary responsibilities.

52 HOY and committees to cover various activities embodied in the curriculum.

43 Decrease importance of role of deputies. Increase role of HOY - in terms of salary and time.

3 If heads were involved only with teaching - senior management would be concerned with curriculum development and pastoral. Middle management with discipline. All must be proven teachers.

#### MIDDLE MANAGEMENT

#### FEMALE

296 Experience in teaching, variety of schools and being involved with children from different backgrounds. Loyalty to school. Know the 'trade'.

289 Less of them.

288 To do more teaching and more duties. Those getting most pay do least teaching. Those doing most teaching have forms, do duties and get paid less, do more reports etc. (Because we teacher more classes.)

261 To spend more time in contact with children in the classroom. As in industry paper work and administration should be done where possible after the children have gone. I would pay the good classroom teacher most of all.

255 On similar lines but with clearer definition of roles. More balance between teaching and non teaching time. More women.

254 Year leaders/deputies/head should liaise more often on major school policies, instead of conducting themselves as separate entities.

231 A management team trained for it business wise who do not teach but are used to unite, motivate and direct the effort of the teaching staff into a unified whole.

230 They ought to be in classrooms more. If it were possible to link  
 promotion to a good job done over time it might stop 'whizz kids'  
 coming in, changing things and then going. I am not suggesting purely  
 internal promotion - that has led to terminal stagnation at our school.

228 I'd make sure that HODs remain as important as HOYs. I feel remote  
 from some of the decisions now.

227 This year I shall complete 30 years in teaching, and on the whole I've  
 enjoyed it very much. I do think there is more stress now in the  
 profession than I have ever known before and this is not a personal  
 comment as I find it easier now to detach myself from what I don't  
 want to hear and pretend it hasn't been said. I do feel more tired  
 during and after a day's work and I look forward to marking-free  
 evenings when I retire, but I still enjoy being in the classroom with  
 pupils.

It is the administration which creates the greatest stress for me, and I  
 am sorry for people like me who are just coming into the profession.  
 We are showered with paper, telling us about new schemes and I am  
 cynical about most of them as they do not seem to me as revolutionary  
 and innovative as the innovators think they are. It seems to me I have  
 seen most of it in different guises before. We have too much  
 paperwork, too many questionnaires (this is not relevant to this one  
 which I have found most interesting). One of the chief causes of stress  
 for my age group is that we are constantly being told that what we've  
 been doing for years was not on the right lines. I'm all in favour of  
 constant self criticism, but I've known many excellent teachers who  
 have given a great deal to pupils over the years and I don't like this  
 attitude.

One source of stress I have experienced during the years since the  
 schools became comprehensive is the combination of coping with

indisciplined classes during the day and then coming home to mark and plan work for O and A level. I don't know the answer to this as the O and A level work definitely makes me happier and more patient with lower ability classes.

Good luck with your researches. Anything which helps to get - and keep - good people in the profession wins my approval.

- 223 Normal but senior management teaching a little more to help keep in touch.
- 210 It is important that teachers and pupils have someone to relate to. Concern about lumping departments together as faculties.
- 190 There is need for more time to be given to social problems which grow and grow therefore each year should have someone with time for these problems.
- 189 Horizontal manner but with at least as much status given to the academic team as the pastoral. Positive discrimination to ensure significant female representation in leadership and policy making roles.
- 169 Make 11-16 schools small enough so that much of the deadwood management is eliminated. Provision for form tutors to deal directly with pupil problems which arise.

#### MIDDLE MANAGEMENT

#### MALE

- 158 Non hierarchical. No pastoral staff - use heads of school and counsellor.
- 140 Management has to manage. Fatuous democracy is counter productive.
- 136 More account should be taken of experience and service when allocating senior posts, less emphasis on swift promotion for whizz kids, short term young teachers in shortage subjects.



- 123 By appointing sensible, organised people who can take decision and have enough guts to carry them out.
- 120 Give senior management more responsibility pastorally.
- 119 Even distribution of sexes. Good spread of HODs as form tutors. Counsellors unit attached.
- 113 The most important part of school is teaching and over recent years senior teachers looking for promotion, gaining promotion have been channelled into senior posts that by their nature allows little time for teaching. They have been known to frequently complain about extra paperwork, meetings with parents, court visits etc requiring exemption from classroom teaching. An appointment of administrators and welfare officers probably on far less salary would cope with this kind of work. This would leave the senior and experienced teachers to get back into the classroom - and seem to take a more useful role in the education of children. There are too many chiefs in schools.
- 112 Senior - purely administrative. Middle - liaison. Teachers - no administration, forms etc.
- 108 Vital for staff unity and mutual respect that ALL teachers are seen to be carrying the 'fight' into the classroom, sharing the difficulties. More responsibility should not mean less teaching time. Too many chiefs and not enough indians leaves a school vulnerable.
- 106 Remove devisiveness of present salary structure and the job/roles/salary more equable.
- 91 Divorce pastoral from departmental. Far too many HODs are also required to fulfill major pastoral role - too difficult if both jobs to be done conscientiously.
- 89 More immediate contact in the classroom with all ability ranges.
- 88 Teaching head. Teaching male and female deputies. Senior teacher in charge of staff training and welfare. Discipline, pastoral and

administration run by experienced non teaching staff. HODs experienced with time to assist and advise younger colleagues.

No one knows quite what it is that we should be achieving. Lack of purpose. Objectives, when stated, are coddled in jargon, long winded and very very generalised. Specificity would give purpose, purpose would bring motivation.

Training for responsibility. More satisfactory methods of appointing staff.

Senior and middle management keep in touch with all aspects of classroom teaching. NOTHING demoralises classroom teachers as much as senior management now being seen to retire from the grind of 7/8 lessons per day so they should all have a teaching load - especially senior.

All senior staff teach one third to keep credibility.

Decisions best made by those directly affected by them. Role of senior management is to facilitate this. Provoke ideas and discussion. He should be leading innovator, not an autocrat.

Chairman elected by a staff and LEA representative who has a post for a duration related to particular phases of development in the school. Not instead of a head. This recognises topicality, enthusiasm and establishment as phases.

With people who have been properly trained in administration and management and who have gained qualifications in this area.

Appoint strong well trained head who has ability to appoint strong management team and let them do their job.

Too many part time and temporary staff who do not have the experience to help marshall pupils at transfer time etc because busy sorting out own work.

- 23 Less chiefs.
- 18 Alternative to interview system. Watching candidates in classroom would be best.
- 15 Best teachers should not necessarily become heads because too often they have little idea how to deal with adults and have no outside interests with various personalities outside teaching profession.
- 14 Middle management to be teacher staffed. Senior management with outsider trained managers.
- 5 All with some teaching.

ASSISTANT TEACHERFEMALE

- 316 Board of 4 or 5 people in charge of running the school. Chairperson held on rota basis.
- 309 Senior - as much lesson time as possible so they keep in touch. Never get to the situation of too many chiefs and not enough Indians. Pay everyone a fair wage and share responsibilities.
- 301 Middle - responsibility for a subject area, to be available at all times to help and advise throughout the school. Senior and deputy head to be class teacher up to half timetable to maintain contact with children and with what is going on in the school.
- 298 Paper qualifications mean nothing. Some people have real leadership qualities which cannot be learned. Appointments are often unbelievable. Many heads etc are totally unsuited to the job. It is vital that these 'chosen few' are well organised, well disciplined and that they can view problems objectively. We must be able to trust them. It may be a good idea to choose organisers rather than teachers as matters surely could not be worse.
- 294 Let outside office staff do a lot of the administration.



292 Abolish all scale posts. Instead of having a HOD I would assign each teacher in that department a particular responsibility eg ordering of materials, curriculum development, exam entries, display etc. Take turns at each different task.

279 Aid efficiency by removing multiplicity of roles - one teacher, one job ie no HOD and HOY. Recognising that both jobs are important enough to exist in their own right.

277 Not pastoral and departmental heads together - neither job is done properly. I would have a counsellor for the pastoral work.

265 With people who have the interests of pupils and staff as their main concern.

259 So that they come into more contact with pupils in a teaching situation. Clearly defined jobs in a hierarchical structure obvious to pupils.

258 Employ teachers to teach and not to fill posts as managers they are not trained for OR ensure that if teachers are required, that they undergo a retraining programme.

246 I suppose if the senior and middle management were highly competent then the present structure might work better - but it still assumed that senior staff are like 'gods' looking down on all the workers - and does little to promote unity within the school. To be honest, I don't really see any other form of structure as working but would like to start again from scratch and try.

241 I think successful management depends on 'personalities' not on structure.

207 Deputy heads with SPECIFIC areas of responsibility.

206 Pupil counsellors - two for each year, one for each department.

201 To work in consultation with each other.

194 In a mixed sex school I think there should be one deputy of each sex. Same balance for HOY. In this school there are men in all the senior posts except for one year head.

187 So that each layer supports, directs, encourages, develops, equips, consults the next layer down; at present management seem only to criticise, demand, pressurise, hinder. Offer no practical assistance, constantly increase work load.

183 Each strata should work with each other. Back up system.

ASSISTANT TEACHER

MALE

152 With strong teachers.

150 Well balanced mix.

147 Both would be expected to be trained for their tasks in pastoral care as well as organisation ability.

145 Give them a lot more teaching time in order that they have a more real understanding of what the school is really like to teach in.

128 In such a way as not to isolate them from teachers. Far too long promotion has meant a separation from pupils - this I feel is totally wrong.

118 Committee of senior teachers or elected head by staff. Professional administrators handle routine paperwork, under ultimate authority of committee and head. Head acts as spokesman/figure head and provides general encouragement/support/communication of new ideas.

105 Non teaching head with management background or training. Emphasis on man management.

84 More consultation with teachers desirable.

77 Completely democratic basis. Teacher representative from each department to report back.

- 72 Non teaching head experienced and knows problems of teachers.  
Deputy 50% teaching. Non teachers specialising in computers, visual aids etc.
- 57. House building - way it is built not important as long as load forces are passed quickly to where they must go without building or concentrating them unduly at any point. Clear lines of passage and swift response.
- 49 Fewer chiefs and more indians.
- 44 Clearly written definitions of areas of responsibility.
- 32 Administration by non teaching staff.



F 4

Any other comments, opinions and observations will be gratefully received.

SENIOR MANAGEMENT      FEMALE

- 315 Roll on the day of small tutor groups with computer programming. 30 pupils boxed in a room, learning the accepted wisdom of the teacher (who stopped learning when he or she left university) is lunacy. Knock down the buildings say I and open it up.
- 271 Much stress can come to an institution that fails to control its hidden curriculum and fits uncomfortably into the community that it feeds.
- 203 Education is becoming less important within our society. I sometimes feel as though teachers are glorified babysitters.

SENIOR MANAGEMENT      MALE

- 60 Carpets and curtains - noise less. Adequate security and surveillance to prevent damage. Our paymasters should stop pretending we have any miracle cure - we can do little with poor resources and high unemployment.
- 53 A good deal of stress in teaching arises from the wide divergence between the expectations and norms of society and those of the school. Lack of employment prospects exacerbate this situation.
- 43 Too little free time for preparation, marking, thinking. Classes too large for efficiency.
- 38 Vital to make people go on courses and for them to be checked as to implementation of outcome - by advisers as well as within school.

MIDDLE MANAGEMENTFEMALE

- 288 I know my colleagues and I are under stress and for many it is a case of survival from one day to the next as we see the profession downgraded underpaid and underappreciated – what is to be done?
- 261 I wish that I could have spared the time to fill this in more neatly but I am a busy departmental head, it is December; I have a nativity play, a pantomime, a quiz and a party hanging over me. I am so relieved that all 3 of my sons have NOT become teachers.
- 256 In a big school a good percentage of staff do the minimum and get carried by the rest. I feel this ought to be sorted out. And I totally disagree that staff OUGHT to have dinner time duties written into their contract. No other 'profession' has to work through their dinner time.
- 223 Good communication between staff. Time to sort things out essential, especially in schools of socially disadvantaged children – staff need to support each other and willingness to admit difficulties and discuss them helps.
- 222 Would like to see more recognition of good work done by teachers, and more respect given to the profession as a whole; perhaps less cover up for incompetent teachers.
- 198 Main gripe is that no recognition is given for good teaching, too easy for good talkers to get on and for poor teachers to be covered up for. When main concern should be always for welfare of children.
- 190 Teaching is becoming more social work than education; we cannot get on with the job without sorting the problems – the time factor is becoming crucial.
- 181 See the teaching profession still allowed to use corporal punishment in a controlled situation in High schools. Pupils know where they are with firm discipline.

MIDDLE MANAGEMENTMALE

- 158 Heads have too much power - philosophical disagreement can be seen as incompetence and passed on as such in references. Regular appraisal and discussions with independent assessor is needed.
- 143 Two most damaging elements - governmental interference by 'instant' experts for political play. Inadequates being 'kicked upstairs' as far as head.
- 137 The school I attend is currently going through a crisis.
- 130 Schools and teachers are being stereotyped by pressures from above. Politics and politicians (particularly at local level) should be kept out of education. Amount of paperwork should be drastically reduced.
- 122 I am leaving teaching after 24 years. I am 46. I find the most common reactions of many colleagues is envy.
- 119 Considering the holidays we have, stress means that the brief flame of the school day is too intense for some colleagues.
- 116 We are frustrated and disappointed by public and governmental attitudes to the profession.
- 112 Parents must be made responsible for pupils behaviour at school - teachers have right to refuse to teach disruptive, awkward, ill mannered pupils. More LEA support for special needs.
- 106 I have become increasingly frustrated, embittered and depressed over 13 years of teaching. The more you do, the less you get. I wouldn't scrap my job BUT if only there could be changes. Thank you for giving me the chance to get things off my chest.
- 104 Teachers are taken for granted, undervalued and criticised excessively.
- 102 Since teaching has become so much more demanding and with the constant wear and tear on one's nerves I wonder how I will feel in 10



years time. I do enjoy my work but I do not see myself remaining in teaching until retirement age.

88 LEAs with experienced educational advisers to help prevent blunders in local policies. Teachers pay should not be looked on as part of an educational budget.

65 Sad to see - classes floundering because of low staffing levels and lack of attention, pupils ill prepared to change their world because of irrelevant curriculum, be brought up against lack of resources, personnel.

54 Must always be ability for humour, optimism, sympathy and tolerance. Pressures which destroy that optimism sour the pupils experience while their teachers feel put upon by unconsidered or partial criticism. It takes a lot out of one to create this optimism every day but this government think the anxiety of uncertainty experienced by large sections of the nation worth it.

41 Exams, marking, educational research must not rely on teacher good will. Any other profession is paid for its advice. Filling in this form took me well up to 1 hour - how much would a lawyer have been paid.

40 Main problem in teaching is the total lack of theoretical and practical though that exists in some areas. This produces fear and therefore acceptance of bullying, wrong headed senior staff on the part of the teaching staff.

28 Morale, I feel, is quite low. Many people feel misunderstood and undervalued. In this environment it is difficult to give ones best.

17 In the present economic climate our jobs as teachers seem to have little value for the future of the majority of our pupils - isn't it about time this was realised.

14 Occasional days to be taken at teacher discretion. Days off often needed for other things.

8 Unfortunately a questionnaire such as this will probably not improve the basic cause of my frustration or improve the promotional prospects for many like me in a situation of falling rolls and diminishing teaching force. I hope however that you may be able to put my replies to good use.

7 Smaller classes below 22 would go a long way to reducing tension. Large classes can be a result of specialism and large floating staff.

5 Pay for extra work (parents evening etc). Unassigned time to be more free or treated more casually. I have learned throughout my experience that nothing really matters and am developing an immunity to stress and incompetence. Take life as it comes and enjoy the good parts. Time cures all. I enjoy the company of most of my colleagues which makes the most stressful parts of the work more bearable. Try and see the funny side of life if possible. I was urged by my History master at school to take up teaching as it was the growing thing. This proved the case for a while but the pendulum is swinging the other way now. Finally, filling in this form has made me feel better.

ASSISTANT TEACHER

FEMALE

316 Dream about school twice a week. Theme always the same. I am in control of a group of children but gradually lose control, both of the children and myself.

312 The longer I teach, the more dissatisfied I become. One of the most irritating aspects of the job is lack of time, the other is having to 'perform' to a class when feeling very tired or under the weather.

303 A retirement age similar to that of the police force should be introduced, on a voluntary basis if necessary.

298 In secondary schools, we definitely need less contact time, more time

to mark, prepare and do administration. We need more text books, equipment etc. Cover should be taken on by extra staff as should break and dinner duty. We should only be bound to be in school when teaching (as on the continent). There should be workrooms with cupboards and shelves for staff to do administration, marking etc. Small things can make a big difference. In offices etc staff can buy coffee etc. The authority begrudges us everything. Staffrooms are filthy, toilets are inadequate. Mirrors do not exist. We are treated like 2nd class citizens. They even would have us eating with the children to save on supervision staff.

293 I am concerned that despite our search to develop positive self concepts in children, we seem to fail to do anything to develop them in each other. I feel this a major factor in creating stress in teachers.

292 Thank you for giving me the chance to 'have a gripe'. This is a most thorough questionnaire and it gave me the chance to really think about my place in the school.

287 In my experience, most stress in teaching itself comes from having insufficient time and resources, poor staffing ratios etc. As a result there is a strong risk that, knowing that given better conditions, it would be possible to do the job the way it should be done, teachers end up by feeling dissatisfied with the work they do and at times inadequate.

270 Some HODs and year tutors instead of sharing responsibility allowances around more. Do we get to know the results of this survey.

266 In a small school particularly I feel that head/deputy and year heads should keep the staff well informed on all matters through meetings and discussions so that the school works as one whole unit rather than, say, 4 separate ones running along together.



- 260 Teachers today need to be dedicated towards pupils and society and educational development.
- 251 Colleagues seem to think that as long as the content of the lesson is interesting, classes will behave. This is not necessarily so. Students must be prepared for the fact that some pupils are anarchists - they cannot be 'won over' by stimulating lessons.
- 249 Senior staff should not 'lose touch' with other staff as has happened at this particular school. It has caused immense friction the outcome of which is loss of confidence in senior management. There appears to be a serious and justified case of 'if your face fits you're OK here'. Promotion to senior scale at the moment takes staff out of the classroom. This should not be the case as most of them are good/excellent in the classroom and therefore of more use. Not one scale has been awarded to any scale 1 members of staff in this school establishment while those on 2 and 3 have. I am not saying that all the scale awards are unjustified (though some are) just plain unfair. Before long there will be too many chiefs and not enough indians.
- 246 A great deal of stress I feel is caused or exacerbated by colleagues who are non supportive and have a 'holier than thou' type attitude. Also senior staff do not always give 'junior teachers' the support and guidance they need - is it because they don't know how to or don't really care. I don't feel that 'junior staff' are given enough free time to plan, mark and relax to get rid of tension and stress.
- 235 Is this worth a scale post?
- 219 Generally dissatisfied with conditions, pay, lack of flexibility of colleagues.
- 199 Tension and frustration caused not so much by academic problems but by attempting to solve social problems of children.

- 196 The stress I feel most is being on a fixed contract. Being employed on such a contract no matter for what duration does not give stability to the teachers, the pupils, nor other staff in the school. There is no security and this can easily cause loss of motivation.
- 194 Schools are stagnating at present because of reduction of jobs - and therefore lack of movement. There is a lack of new ideas and young blood. Out of 20 members of staff almost everyone is over 30 and the youngest members of staff have only taught in this school. Only 1 new member has been appointed in the last 6 years.
- 187 A very thought provoking questionnaire.
- 183 Difficulty is starting the job inexperienced and with kids expecting you to know everything. Hard to take criticism and not get that much constructive help.
- 182 More and more demands are being made on the teacher in terms of time, energy and responsibility, and because we are a professional body we are expected to respond without complaint or reward (financial or otherwise).
- 180 There should be a separate salary scale for professional teachers who do not wish to go on the pastoral side and yet want to feel that they are doing a responsible job and that their opinions are important.
- 177 Much stress for teachers who have small children - child illness causes absence from work.

ASSISTANT TEACHERMALE

- 147     There should be more control over headmasters, and more willingness to sack them for incompetence.
- 141     Gret need in many schools to structure the aims, objectives both in theory and in practice to not only the individual needs of children but also to their personal experience and background.
- 128     Thank you.
- 87     General lack of opportunity means that I am less professional, motivated, optimistic. It has become a job.
- 86     I am fed up with the way teachers have been treated by this government whose only objective seems to be to cut costs as much as possible.
- 83     Not enough done by government in problem schools.
- 77     Allowed sabbaticals every 5 years.
- 72     Teaching is a difficult and exhausting job. Only the ones who have done it really know. It can be satisfying but modern children are draining the teachers I know quicker than the well is replenished.
- 57     Because of variety of people and children and teachers 'hats', efficient teaching must consider the fact that some teachers are more able to teach certain ability groups. Forcing round pegs in square holes causes stress situations. Discipline works on parallel lines to teaching in so far as the two are inseparable ie some staff work and favour a loose discipline, some clear cut swift discipline, some a firm pastoral form etc.
- 49     Perhaps the education system is suffering from the comprehensive boom years when people were promoted quickly before serving their apprenticeship in the classroom. There are now a lot of people in high places who, by being seen in the right places and by mouthing the



flavour of the month opinions, reached the top without seemingly having much understanding of human beings, whether adult or child.

- 32 Design of building far from satisfactory. Lack of adequate storage space, temporary buildings become permanent but inadequate for intended purpose. Equipment expected to last for ever - in industry programs of renewal are budgeted for each year.
- 30 Teaching in a demanding profession but you only get from it what you put in.

#### 4. Results of written answers

The following tables display information from the following questions;

B 37

B 39

C 41

E 19

E 29

E 30

F 1

F 2

F 3

F 4

These questions gave considerable amounts of information and were thus chosen to be dealt with in detail. Other questions received fewer responses or the information was absorbed by other sections of the question. Where this occurs, the information has been noted and discussed in the DISCUSSION SECTION.

Where written answers were given by large numbers of people, a consensus of agreement regarding certain items was looked for and the tables for these replies show the factors predominating in the answers given by the teachers.

Male and female teachers have been grouped together but the following categories have been dealt with separately;

SENIOR MANAGEMENT

MIDDLE MANAGEMENT

ASSISTANT TEACHER

For convenience, Headteachers have been included in the Senior Management category.

The last four questions of the questionnaire (those requiring personal comments and opinions and where the teacher was asked to talk at length about his philosophies of education in general) have been collated to show the predominant factors mentioned by teachers as a whole and therefore no categorising into status has been made.

**TABLE 7.1: Please list as many ailments AS YOU CAN REMEMBER that you have suffered over the last 18 months, even if time off work has not been taken. It would be helpful if you could specify ailments that are directly attributable to your working environment eg accidents at work, germs going round school etc.**

	SM	MM	AT
Respiratory	27	90	113
Digestive tract	6	36	53
Skeletal	8	30	45
Allergy	1	11	16

**TABLE 7.2: What ailments are you particularly prone to**

	SM	MM	AT
Respiratory	8	41	68
Digestive tract	3	11	11
Skeletal	4	21	35
Allergy	1	7	4



**TABLE 7.3: Everyday incidents that cause annoyance at a high level other than those listed in Section C**

SENIOR MANAGEMENT	Being a buffer state
	Inept colleagues
	Unexpected visitors
	Not allowed to be responsible for specific area
MIDDLE MANAGEMENT	Communications
	Timetable
	Conditions of work
	Meetings
	Lack of confidence in superiors
ASSISTANT TEACHER	Inefficient staff
	Lack of equipment and resources
	Promotion prospects
	No confidence in superiors
	Changes to working day with no information
	Conditions of work

**TABLE 7.4: Of all incidents faced at school, which TYPE upsets and angers you the most**

	SM	MM	AT
Pupils	19	71	82
Colleagues	8	57	66
Outside influences	6	13	19

**TABLE 7.5: What main qualities should a deputy head possess. State 3**

	SM	MM	AT
Organisation and administration techniques	32	86	79
Personnel Management techniques	19	59	109
Personal qualities and personality aspects	50	161	185

**TABLE 7.6: What main qualities should a head possess. State 3**

	SM	MM	AT
Organisation and administration techniques	30	23	96
Personnel Management techniques	18	36	28
Personal qualities and personality aspects	51	212	216

**TABLE 7.7: What, if any, changes would you like to see in the teaching profession and why**

	SM	MM	AT
Salary	8	37	48
Training (college and in service)	10	17	19
School structure and roles	5	30	38
Assessment, the introduction of	12	12	20
Formation of a teachers council	7	4	5

**TABLE 7.8: Have you, or a teacher known to you, experienced illness proved be directly linked to stress, fatigue, tension etc.**

**SENIOR MANAGEMENT, MIDDLE MANAGEMENT AND ASSISTANT TEACHER:**

Suicide, Nervous breakdown, Stomach complaints, Heart disease, Eye problems, Back complaints, Blood pressure, Migraine, Spastic colon, Ulcers (erosion of stomach lining), Irritable bowel syndrome, Throat infections, Depression, Mineral Metabolic imbalance, Body rashes, Psoriasis, Insomnia.

**TABLE 7.9: If you could structure the staffing of a school, how would you structure the senior and middle management**

**SENIOR MANAGEMENT, MIDDLE MANAGEMENT AND ASSISTANT TEACHER:**

Board of 4 or 5 with rotating chairman  
 More secretarial help  
 Open style management  
 Smaller schools  
 Temporary posts, renewable  
 Less management  
 Management more involved with teaching, duties, marking etc  
 No pastoral - heads of schools and counsellor  
 Select ruthless management, no favouritism  
 Too many chiefs, not enough indians  
 Train for responsibility  
 Alternative to interview system  
 Abolish scale posts  
 Employ 'personalities'  
 Professional administration



**TABLE 7.10: Any other comments, opinions and observations will be gratefully received. Use as much paper as you wish, it will all be read and considered**

**SENIOR MANAGEMENT, MIDDLE MANAGEMENT AND ASSISTANT TEACHER.**

Deal with hidden curriculum

Increase importance of education

Better working conditions

Too little time, too much paperwork

In service re-training, refresher courses

No duties – unprofessional to be expected to do these

Better communications between staff

Recognition of good teaching

Too much social work in teaching

Re-introduce corporal punishment

Heads have too much power

Too much government interference

Inadequates are kicked upstairs

Make parents responsible for bad behaviour of their child

More you do, less you get in money, more you get in work

Increase morale

Having to 'perform' when tired or ill

Same retirement age as police

Less contact time needed

Insufficient time and resources

Share responsibilities and allowances

Prepare students in colleges for delinquent behaviour

Senior staff lose touch

Too many chiefs ...

Holier than thou attitude of senior staff must be stopped

Professional teacher scale – stay in classroom

Sack incompetents – heads as well

Remove protected posts given for historic reasons

## CHAPTER SIX

### DISCUSSION

This has been sub-divided into the sections used in Chapter 3 (Causes of stress in the teaching profession) with the addition of a section regarding the Psycho-biological aspects of stress (as seen in Chapter 2). Page numbers after the name of the author refer to pages in this thesis.

#### **THE PUPILS**

51% claimed that when feeling below par, relationships with pupils deteriorates (Table 2.8) reinforcing claims by Styles and Cavanagh (Dobson, 1982, Page 25). Fear of poor relationships is also demonstrated in Table 3.3 where 38% showed a strong fear of physical abuse from pupils with 47% expressing stress at the risk of verbal abuse from parents. Incidents relating to pupils caused annoyance for 30% (Table 5.17).

Written comments reinforced these figures; the most common references being concerns for the deterioration in pupil behaviour, increase in insolence, aggression and bad language, a refusal to accept the authority of the teacher and having to teach large classes of poorly motivated pupils. Many teachers called for the reintroduction of corporal punishment and powers to punish and also that more responsibility for bad behaviour be placed back with parents.

These findings reflect the comments of Garner (TES, Page 63), the judgements of Lincolnshire County Council (TES, Page 61), the NUT claims and the PAT findings (TES, Page 65) and the AMMA research findings (TES, Page 69).

However, Table 5.39 shows that 47% still maintain that a real interest in the children is the most motivating factor for them.

## WORKING CONDITIONS

Although 86% held the opinion that teaching is a profession rather than a trade (Table 1.8), Table 3 showed that there is a growing concern for conditions of work. Items 10, 11, 21 and 24 showed stress when faced with too much paperwork, heavy marking loads, dirty surroundings and dismal conditions. 33% considered vandalism and poor furniture to be very stress provoking (Table 3.25) and high noise levels showed extreme reaction from 24%. These figures reinforce claims by Dobson (op. cit., Page 71), the TES survey of 1983 (Page 87) and the work of Dunham (NAS, 1976, Page 90).

92% felt that teaching had become more demanding (Table 5.3) but 70% still felt that it is a satisfying job (Table 5.4) reinforcing the claims of Wall (1955, Page 92). Pressures from heavy marking loads and preparation was evident from Table 5.5 where 79% used non contact time for catching up on marking etc. Free lessons, coveted by teachers for these purposes were resentfully given up for covering absent colleagues, as shown in Table 5.6

Table 5.7 shows that teachers feel undervalued and under-consulted in matters of great importance; 92% feeling that they should be consulted by government, 96% by LEAs and 98% by their own school. The written comments reinforce the apparent frustration felt through non consultation.

Stress caused by the facilities was the highest scoring item in Table 5.17 where 39% reported this as the factor causing most annoyance at work.

Poor communications, pettiness of staff, lack of support, lack of time for administration, lack of time for discussion with colleagues and the general increase in demands in the form of diversity constituted the most highly occurring incidents in this section.



## THE SCHOOL AS AN ORGANISATION

Table 5.11 demonstrated pressures felt from the organisation. Career prospects within the school was a stress experienced by 67% and 67% also felt career prospects to be a weakness in their LEA (Table 5.12). 33% felt that help and advice was a weakness in their school and 44% named it as a weakness in their LEA.

51% agreed that the introduction of a board of experienced teachers to run the school was worth consideration (Table 5.9), and this figure was reinforced by the written comments where there was a cry for clear aims and procedures for all schools and individual teachers and a call for dealing with the hidden curriculum. Teachers felt that there was too much social work in teaching, a claim backed up by the comments of Handy (Page 106).

Written answers gave the impression that teachers have pressures from meeting deadlines that are unreasonably set, meeting expectations that are unreasonably set and having responsibilities that were never anticipated when training for the job. There was a call for professional administrators, less paperwork, a removal of duties (found to be degrading) and a call for the introduction of extra salary whenever the organisation of the school, department or subject is altered. Negotiations for these salary adjustments and incentives were felt by teachers to be required BEFORE the changes were introduced.

More secretarial assistance and ancillary help was called for and qualified non teaching counsellors was a suggestion for the removal of stress induced by diverse demands on teachers in their role of moral educator.

## THE EFFECTS OF MANAGEMENT

This was THE most stress provoking factor for teachers. Table 3.5 showed 50% considering abuse or ridicule from superiors to be stress provoking in the highest order. 31% felt a lack of confidence in superiors caused them extreme stress (Table 3.20) and 45% felt that a lack of recognition for hard work and flair rated highly (Table 3.34). 61% claimed there was room for the professional administrator in school management (Table 5.10) and 67% considered that management should be specifically trained as in industry (Table 5.21).

51% respected their management and liked them as people but 34% liked them as people but had little respect for them as managers (Table 5.22). 85% preferred to work for a head that consults (Table 5.26) and these figures are reinforced by the written comments that confirm a desire for management in general to be approachable. In reply to what qualities heads and deputies should possess, personal qualities and personality aspects had the greatest frequency (Table 7.5 and 7.6).

Although 57% felt that the chain of command in their school was satisfactory, Table 5.29 shows the rest not to be of a desirable standard. 48% felt that management sets the climate of the school (Table 5.33). This substantiates the claims by King (Page 119) and Sadler (Page 122).

71% considered the share out of responsibility allowances did not reflect the competence of the holders (Table 5.35) and this qualifies the written comments where many teachers commented on the unfairness of pay distribution compared with workloads. Other annoying factors included the lack of consultation, the disciplinary policy as set by management, out of touch senior teachers and complaints that management are too busy doing administration to take time to manage and look after pupil and staff welfare. It must be noted here that these factors were reported by teachers in



management also and the realisation of this lack of time to manage was a stress factor to them. Banks and Hislip (1961) refer to these factors on Page 124 as does Handy on Page 130.

Discrepancies arose through the call for tougher management and yet the call for the removal of power held by management over promotion prospects of teachers and job references for them.

### THE SELF CONCEPT

Table 2.8 shows how feeling below par affects the teacher. He claims a deterioration in work performance (57%), a decrease in self confidence (45%) and a deterioration in home relationships (55%). 56% showed a reduction in the clarity of thought processes. An inability to relax on a 'bad day' was experienced by 63% with an incapacity to concentrate being shown by 40%. Some of these aspects were considered by Burns (1982, Page 156).

In Table 4, Type B characteristics predominate and Table 4.28 shows teachers to consider themselves to be introverts (59%). This is relatively good news for teachers according to the work of Friedman and Rosenman (Page 34). 73% preferred to be an eagle rather than a seal (Table 4.29) suggesting that teachers enjoy working in relative isolation and autonomy. 56% felt that the need to be respected primarily by the pupils after self respect (66%). Further research on the way stress affects Type B people would be useful.

Written comments referred to the stress of pupil confrontation, parental confrontation and those with superiors and colleagues as being of a derogatory nature. A lack of freedom in non teaching time, restrictions on movements, restrictions imposed by management together with the lack of recognition for good ideas and innovations caused feelings of anxiety and resulted with an admittance by the teachers to 'giving up' and resignation to their poor position. This qualifies the claims of Gergen (1971, Page 148), Jones (Page 139) and



Goffman (1968, Page 149). Poor prospects, no promotion and lack of respect from society added to their feeling of little worth; claims also made by Dobson (op. cit.) and Poulton (Page 148).

## **ROLE CONFLICT**

Although in Table 5.23, teachers appear to be relatively sure of their role in school (74%), 59% are unsure of everyone else's role (Table 5.24). 38% felt that they suffer conflicts of role in terms of pastoral, departmental etc and 44% felt that being unsure of the role of superiors caused concern (Table 5.37).

In the written comments, referrals to role conflict was more evident in the Assistant Teacher. However, conflicts connected with the role of others was more apparent in the Middle Management range; claims reinforced by Levi (1972, Page 160).

A call for clear areas of responsibility, especially pertaining to the role of management as seen by subordinates was considerable as was the call for clear outlines for the roles of management individuals. Dobson (op. cit.) referred to this on Page 161.

## **PAY, ASSESSMENT, SELECTION, TRAINING AND PROMOTION**

45% considered low salaries compared with other professions as a major source of stress (Table 3.7). 39% would leave teaching if they could match salary elsewhere (Table 2.13). 60% felt that their college did not prepare them adequately for the job (Table 5.1) and 51% felt that pay should automatically be reviewed when job specifications were altered (Table 5.8). 58% did not feel that the job was what they expected it to be (Table 5.15) and 57% considered that compulsory retraining or refresher courses should be held every 5 years (Table 5.34).

These figures are reflected in the written comments where great annoyance was felt at 'historic promotions' that now slow up promotion. Many referred to 'good talkers' and poor teachers being 'kicked upstairs' for a variety of reasons and 'too many chiefs and not enough Indians' was a frequent comment. These comments are reinforced by the discussion on Page 188 regarding the PAT conference and the work of Hook (1974), Page 172).

There was considerable feelings toward the training and selection procedures; a call for teacher training to be linked far more with schools and subsequent selection procedures enabling the best candidate to be chosen. Teacher assessment was welcomed as a means of ridding the profession of inadequates but this call was extended to include management, LEAs and HMIs. This reinforces the claims made by Salt (Page 133).

Reference was frequently made to a promotion ladder for the gifted and committed classroom teacher, redevelopment of professionalism through salary, changes in the public image and the introduction of one Association for teachers run on the lines of the BMA. This substantiates claims made by PAT in 1983 (Page 188).

A total restructure was requested to remove anomalies created by the present pay structure, accountability was welcomed, the pastoral system was severely criticised and the divisive effects of having many unions was also criticised. A General Teachers Council was suggested as a means to reduce this and to control entry, selection, promotion, conditions of work, pay and exit as well as training.

## **PSYCHO-BIOLOGICAL ASPECTS OF STRESS**

Although 70% reported health to be good (Table 1.11), stress related health problems were reported. 45% reported sleeplessness frequently during term time (Table 2.5) and 63% reported irritability (Table 2.6). A loss of



interest in work was shown by 46% and 43% referred to emotional exhaustion more than three times a week (Table 2.7) and of these, 58% were women. These figures reflect the claims by Hargreaves (Page 40) and Levitt (1968, Page 47).

When faced with an annoying situation at work, 41% experienced increased heartrate (Table 2.10) and 38% found themselves sighing during lessons (Table 2.15). An increase in sensitivity to noise was experienced by 52% (Table 2.16). This is reinforced by the claims of Packer (1974, Page 91) and Dobson (op. cit., Page 48).

91% claimed their absenteeism to be 0-3 days per term and 64% claimed absences were for the duration of 1 day (Tables 2.19 and 2.20). This upholds the view of Hill and Trist (Page 56). 72% added that their patience was better during the holidays (Table 2.22). 68% reported to be moderate drinkers (Table 1.13). In table 2.9, 47% experienced headaches at home not at school and this figure is reinforced by the written comments which suggest the headaches appear when relaxing.

The report of ailments was clearly defined into four main sections; Respiration, Skeletal and Muscular, Digestive Tract, Allergies. The highest report of ailments was of throat infections and backache. Back problems were particularly evident in the Assistant Teacher range. These findings are substantiated by the Health Education Council report as seen on Page 50.

Of ailments reported to be proved by doctors to be related to stress, the following appeared frequently; suicide, nervous breakdown, stomach complaints, heart disease, eye problems, back complaints, blood pressure, migraine, spastic colon, ulcers, irritable bowel syndrome, throat infections, depression, mineral metabolic imbalance, body rashes, psoriasis, insomnia. These reflect the claims of Arthur (Page 36) and the Health Education Council report (Page 33 and 50).



Many teachers referred to the incidence of illness and death occurring to colleagues shortly after retirement from teaching.

## CHAPTER SEVEN

### CONCLUSIONS AND RECOMMENDATIONS

In Chapter 1 the researcher made certain claims that appear to have been largely substantiated by the findings in the thesis. These findings suggest that motivation and morale in the teaching profession are at a low ebb and further suggest that the physical and mental health of teachers is suffering and thus causing concern. Many factors appear to be causing these problems but some feature more prominently than others in the reports.

Teachers appear, from their answers, to be very perceptive to those areas in their work that could be improved or are creating anomalies and problems. They also seem eager to offer solutions and remedies based on sound experience and observations. Many teachers offered thanks to the researcher for the opportunity to air their feelings and philosophies.

There appears to be a vast, untapped source of ideas and suggestions in teachers. The evidence suggests that they are committed to their work and dedicated to their pupils and schools and also to the fundamental principles of state education. Assessment and accountability would appear to be welcomed by teachers in the quest for perfection but only if it encompasses all personnel. Through this, teachers feel that the improvement of status, salary and promotion should then be forthcoming.

Comments indicate that teachers feel the need for recognition for what they consider to be hard work in difficult circumstances; circumstances that they feel are worsening over the years with the introduction of new technologies, new organisations and examinations. It seems evident that teachers want primarily to teach and do not wish to be administrators, nurses, social workers or policemen. They feel that these factors are becoming too prevalent in their role as teacher and consider that these other factors clash

with their initial objectives as formulated in their training. Some pastoral work is accepted by teachers as a necessary, and enjoyable, part of their work but problems are created, in their view, by overloads of such demands.

Overloads and unreasonably set demands obviously cause great concern for teachers as they are referred to constantly; especially those pertaining to paperwork, meeting deadlines and the consequent lack of time for teaching-related issues.

The findings indicate that the status of teachers in the eyes of society, government and pupils is an essential criteria in motivation for the teacher as an individual. The researcher would suggest that the attitude of the teacher towards himself, his role and his professional status should be strengthened. It can be summarised from the results and comments that the self concept of teachers has been severely damaged over recent years. One conclusion to this could be that many teachers have little belief in themselves and do not believe the role of a teacher to be of great worth. Evidence points to the fact that teachers often feel obliged to accept authority and policies from their superiors that they consider to be unfair, unjust and at times educationally unsound. It appears that they also accept at times, unnecessary criticism, ridicule and contempt from colleagues and superiors that cause them great anxiety. Such acceptance appears to arise from fear of repercussions in their promotion prospects suggesting that perhaps management has the ability to wield an unhealthy power over people who have not developed the self assurance to cope with it.

With respect to teacher representation, teachers do not appear to consider themselves adequately represented by the unions. A General Council apparently would be well received if it encompassed the control over entry, salary, conditions of work and exit from the profession on lines acceptable to the majority of teachers who, after all, are the classroom teachers.



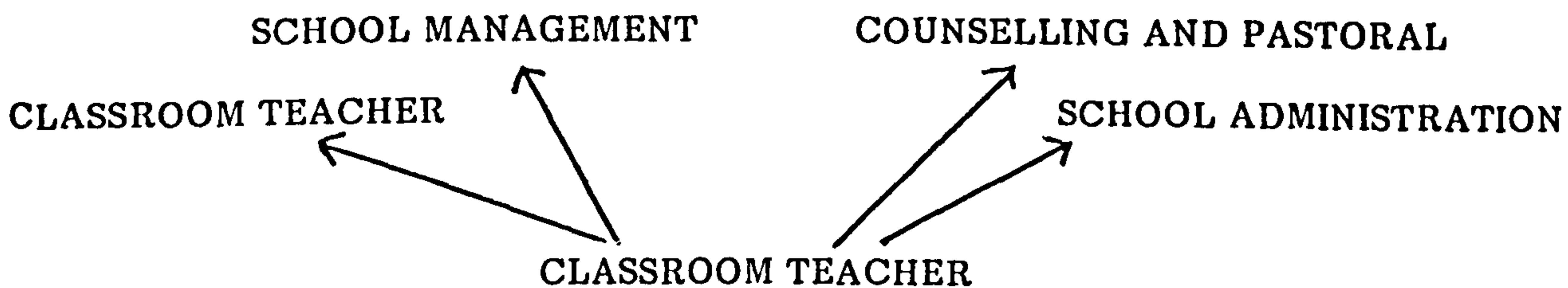
Although it would seem apparent that a substantial salary increase would boost morale initially, the findings suggest that this would not alleviate the situation for long. There is evidence that other underlying factors would have to be tackled and put right if motivation were to become a permanent feature in the teaching force. These factors would appear to be linked to the feelings of helplessness that teachers reported having experienced when faced with confrontation situations. Confrontations with pupils, parents, colleagues and superiors appear to be the most stress inducing with the teacher experiencing feelings of fear, ridicule and anger; emotions that must be suppressed constantly. It seems evident that many teachers feel unprotected and powerless in such situations. This is one reason perhaps why there was a call for the reintroduction of sanctions against pupils and parents who disregard the delicate situation of the teacher.

Confrontations with superiors, however, caused equal concern. On reflection, it could be argued that such confrontations were inevitable from teachers who clearly do not feel equipped to handle certain situations and whose training has had obvious limitations. There appears to be a considerable gulf between teachers and certain management personnel. Many teachers in management reported great stress when having to deal with ineffective and inefficient teachers and considered themselves to be a buffer state; attempting to instigate policies and also to iron out problems created by uncaring, unsupportive and insensitive staff. One could derive from this that the selection procedures at all levels would benefit from an intensive review.

The results also indicate that the obligations of the individual teacher should be clearly defined and extend to clear definitions regarding the role of teachers in positions of responsibility. There appeared to be a call of considerable magnitude for the introduction of specialist, non-teaching personnel to tackle the hidden curriculum, the pastoral aspects of the work,

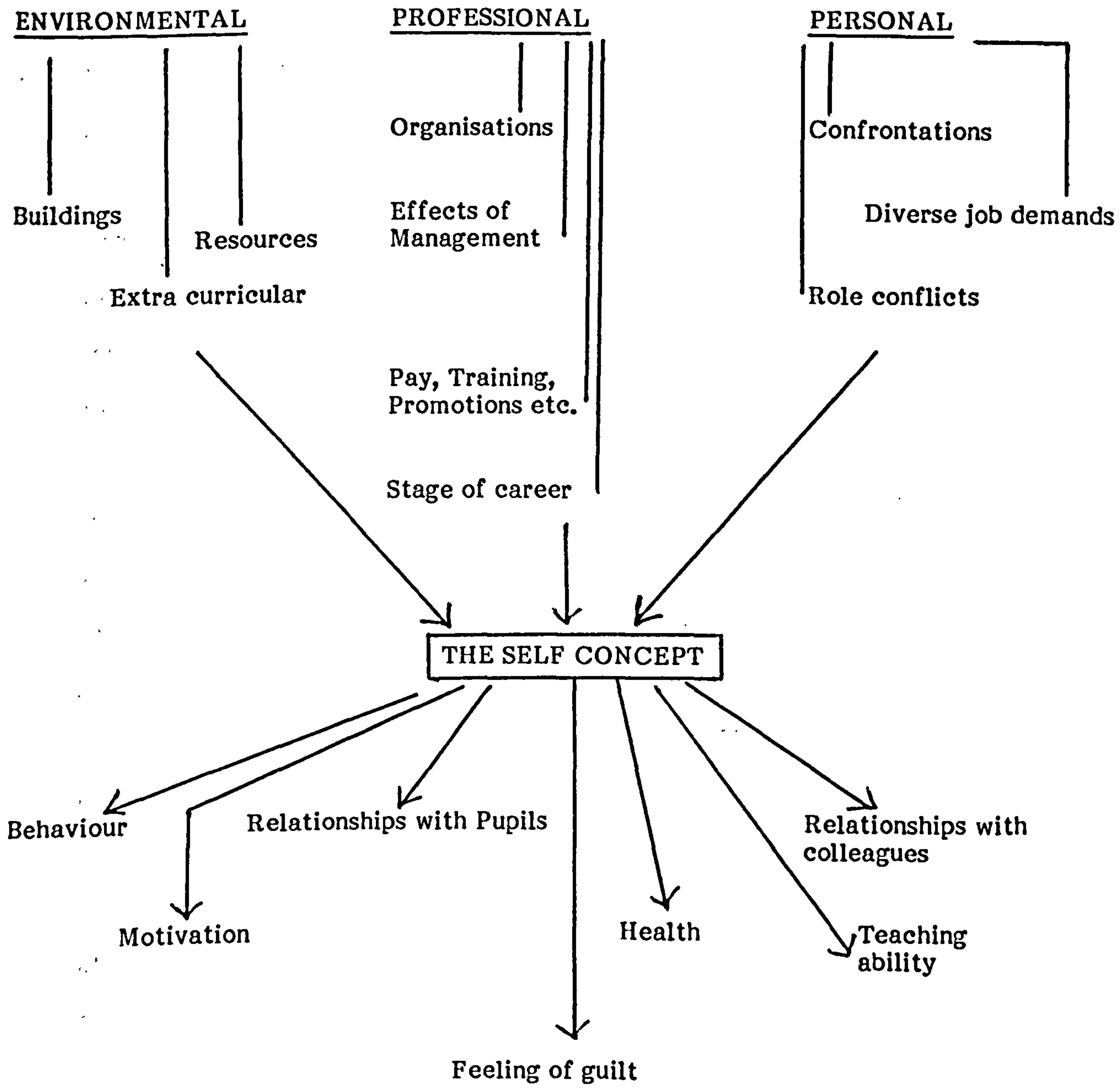
the administrative side and the technical aspects of some subject, thus allowing teachers to teach and management to manage.

It could be suggested that the introduction of various avenues of progress through the career system may reduce the risk of teachers stagnating at certain levels and unsuitable personnel being promoted to positions beyond their capabilities. The researcher would put forward the following possibility as a starting point for further considerations;



The researcher derived from the overall picture accumulated that the pressures acting upon teachers emanate from three main sources; environmental, professional and personal. Various factors are included in these three sections (as seen in the following diagram) but all are in direct conflict with the self concept of the teacher if that concept is not sound, secure and healthy. The way in which the teacher perceives these threats will affect the ensuing personality factors that he displays:

PRESSURES





Having reviewed the material, certain recommendations come to mind. These recommendations have been listed in an order that the teacher would face during his or her career.

1. Entry into teacher training establishments to be more stringent bearing in mind the demands made upon the confidence and personality of the candidate. Lecturers to be more in touch with school problems.
2. Teacher training to have much closer links with schools; perhaps to include familiarisation of the student to departmental organisation, responsibility for small groups in the initial stages. An introduction of the student to school problems and organisation from the vantage point of security.
3. Improvements in the authority and punitive scope of the teacher. Placing responsibility for bad behaviour in the hands of the parents.
4. Encouragement of teachers to take an active part in the running of the school at local and national level. This would necessitate the re-education of teachers and society in terms of the importance of education and the demands made on the teacher.
5. Increase the number of working day hours. At least one extra hour at the end of the day for purposes of administration, discussion, preparation etc. Perhaps this would discourage those teachers, who at the moment contribute little to the call for professional status, from staying in teaching.
6. Introduce regular assessment of teachers at all levels with powers to remove quickly those who are not equipped for the demands of the job.
7. Reduce contact time for the classroom teacher in order to reduce the uncontrolled escalation of stress inducing situations.
8. The introduction of qualified specialists for areas other than teaching. This could provide other career avenues for those teachers who enjoy the

school environment but consider the classroom to be unrewarding for their particular requirements.

9. A salary scale for the classroom teacher who wishes to remain in the classroom situation that reflect the demands made of the person, his skills, experience and contributions to the work.
10. Regular refresher courses and re-training with time to stand back and view the teaching process objectively and thus encourage re-motivation.
11. Increase links with the community and working environments in order to bring the school as an institution away from isolation and stagnation.
12. Selection and interview procedures to be considered a vital skill. Develop methods of selection (especially for more senior posts) that ensure wise appointments.
13. A review of the role and existence of teacher unions and associations. The consideration of one Council to represent the teaching force, its aims being the improvement of standards of education in the schools and the subsequent rewarding of its members. The Council to take responsibility, through active participation of teachers, for the complete career structure of the individual teachers from entry to exit.

Although the researcher found no one category of teachers to be under more stress than others, it would seem apparent that those teachers in the three main sectors i.e. Assistant Teacher, Middle Management and Senior Management experience different types of stressful situation. It could be suggested that notice be taken of these differing aspects of the work and that steps be taken for the recognition and reduction of stress for each category.

Intense demands on the teacher are found to be in the following areas:-

1. demands on the personality
2. teaching skills and resources
3. demands on experience that many young teachers do not possess

4. coping mechanisms for use in stressful situations.

In the quest for an analysis of teacher stress, it is essential not merely to explain what causes it, but WHY it is felt.

The researcher suggests that the young teacher has not formulated a strong enough self concept to cope with the demands made upon him in the school situation and therefore suffers the most anxiety in terms of factors related to self esteem and its development i.e. the personal factors.

It may be suggested that the teacher does not 'mature' in his function until he has had several years of experience. Only at this time can he know what coping mechanisms to employ and what experiences he can fall back on in stressful situations. This is often the time when teachers enter middle management and they are then faced with other types of stress. At this stage they tend to be more affected by the professional factors.

The findings imply that a view of teacher stress should not ignore the categories of Assistant Teacher, Middle Management and Senior Management as the researcher has found that stress affects these three categories in different ways.



The following points are intended to suggest ways in which the 13 points of recommendation (pages 447 and 448) may be actualised.

1. Higher salaries and better conditions of work to attract more able candidates. The introduction of personality/trait tests. One year gap from school to college entry;

- a) to deter students who look upon college as a stop gap
- b) to break from the education environment and restraints
- c) to allow candidates to experience the 'outside world' and hence develop a stronger self concept
- d) possible involvement in schools as NTA (link with item 8)

Lecturers to 'adopt' a school and continue contact through regular teaching and involvement in school environment.

2. Abolish Teaching Practice. Students to 'adopt' a school or schools and make regular visits.

- a) to build up confidence
- b) to build up relationships with pupils
- c) to become involved with the running of the school and its intricacies
- d) to see at first hand the problems to be faced from a safe position
- e) to show the student and lecturers the REAL potential, or lack of it, of the student.

Lecturers to adopt a tougher minded approach to failing students AT AN EARLY STAGE to avoid an unsuitable student reaching teacher status.

3. Mandatory system of sanctions for the teacher known to the teacher, pupils and parents; nationally established and recognised as imperative for the teacher. Easier methods of removal of continually disruptive pupils together with immediate emergency actions. Appointment of school management teams who are aware of the needs of the teacher in this field and not afraid to acknowledge disruptive elements in his/her

school. Hence the development of positive philosophies and support for classroom teachers... The removal of fears of physical and verbal confrontations would do much to create enthusiasm in the teacher and hence improve efficiency. All-party constant legislation.

4. More open style management with a REAL involvement of staff in decision making. Importance given to the opinions of teachers in every new introduction of policy. This would require encouragement of staff (from probationary status onwards) to attend meetings at departmental and school level and to take an active part. More working party methods in schools with different staff on each one to view ideas etc. Item 5 could be used for this. The onus for teacher encouragement must rest with management and unions.
5. Teachers must be seen to work longer hours by society. This would improve attitudes and provide the necessary opportunities for marking, preparation, meetings and administration for teachers. It would also encompass after school staff - pupil discussion and remove the necessity for middle and senior management to spend time during the school day involved with administration functions thus allowing them to become more involved with classroom teaching, pupils and staff.
6. Quicker and more ruthless removal of teachers who are obviously (after considerable attempts to improve their ability) not equipped for the classroom. A link here with item 8 whereby those teachers could be retrained and guided into other areas of school work.
7. A definite attempt to educate the teacher in the management of stress and the management of change. The reduction of contact time would assist this. Losing non-timetabled time is merely an additional stress factor and the appointment of more teachers would;

- a) provide smaller classes thus reducing the likelihood of stress-inducing situations. Recognition of the more able pupils as those with 'special needs' and hence requiring smaller classes as well as those at the other end of the scale.
- b) reduce contact time and create those opportunities for the teacher to ease vigilance.

Management to be included more frequently on cover lists so as to be seen to be involved and sharing the load.

8.
  - a) Trained counsellors/social workers - remove the necessity for expensive Heads and Assistant Heads of Year and to provide a more efficient, quicker service to pupils, parents and staff. Give back day to day pastoral duties to form tutors with smaller form groups.
  - b) Trained nurse - with special interests in moral and social education to be actively involved in the hidden curriculum and moral/social education programme.
  - c) Trained administrators - reducing the necessity for so many deputy headteachers. Free small management teams to MANAGE people, parents and pupils.
  - d) Non teaching assistants - technicians and departmental assistants to assist teachers in the administrative functions of the department/faculty. College students and one year pre-college candidates could be of great help here with benefit to themselves.
9. The criteria for good teaching must be nationally established. Personnel of high calibre must be attracted to the job and kept in the classroom by financial incentives. Scale posts or equivalent to be given;
  - a) for special responsibility in field of organisation
  - b) for special responsibility in field of passing on experience and knowledge to younger teachers or in capacity of adviser within the school.



10. Courses must be made available to the classroom teacher and management that are relevant and thought provoking during school hours as well as after hours - equal distribution for both sectors. Run by active serving teachers who can provide quantitative and qualitative input to the course. Links with other schools could be an integral part for ideas and initiatives. Regular short term courses (of the day release type) would alleviate the necessity for expensive long term courses and cover. Diplomas and degrees could be covered by day release with more intensive learning and less wastage of time. A pooling of knowledge, experience and ideas to be given priority.
11. More involvement of the unemployed, parents and the elderly in school based ventures. Many topics, activities and aspects of the curriculum could be included in the school programme using the specialist knowledge and interests of the community. An opportunity for the community to become involved with the school and hence improve links and attitudes. Tremendous input could be made to the curriculum and aims of the school. Links with MSC.
12. A truly professional approach to the techniques of interviewing. LEA and school personnel to observe the candidate in his/her existing role creating a more informed and informal assessment of the candidate. This assessment could take place over a longer period of time. The possible introduction of LEA list of candidates accepted as 'ready' for promotion. This could link with regional personnel from item 13. This could also link with item 6.
13. One union, preferably known as a Council; non political with voted representatives of the profession e.g. British Teachers Council. A monitoring of each teacher from entry to exit including assessment. Suitability for promotion or retraining in another aspect, availability for

complaint from teacher or public, a liaison between profession and central government, a public relations organisation, the monitoring organisation for change and a salary review body. The whole concept of education; its personnel and its product to be embodied and unified within one organisation and with one ultimate goal - perfection.

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APPENDICESAPPENDIX 1    LETTER OF INTRODUCTION TO THE CHIEF EDUCATION  
OFFICERS

Dear Sir,

I have been studying toward a Ph.D at Bradford University on a research project entitled "TEACHER STRESS AND MORALE". I now wish to administer a questionnaire to teachers in several Local Education Authorities in the area.

The questionnaire will request information from teachers about their health, status, attitudes to their profession and problems that they face. It is hoped to determine areas in the profession that require attention and improvement.

The questionnaire is in no way a 'test' of schools or LEAs. It is to be completed in total confidence and it's sole purpose is to pinpoint areas of stress provoking situations for teachers.

I request your permission to approach Headteachers of Secondary, Middle and some selected Primary schools in your authority in order that the questionnaire may be administered in their schools. This permission will be at the discretion of those Headteachers.

The questionnaire has not yet been duplicated. If you give your approval provisionally, a copy of the questionnaire will be sent to you for your comments and any alterations that you feel necessary will be adhered to.

If you require verification of my position and intentions, please do not hesitate to contact Dr C Dobson in the Department of Psychology at Bradford University.

I hope that you will approve this research and give your permission for the questionnaire to be administered in your authority. If there are any other queries, please contact me on Castleford 514608.

Yours sincerely,

APPENDIX 2    LETTER OF INTRODUCTION TO HEADTEACHERS

Dear Headteacher,

I am studying for a research degree at Bradford University. I have devised a questionnaire entitled 'Teacher Stress' in order to collect and analyse the areas in the teaching profession that are causing concern for assistant teachers, middle management and senior management. I hope to be able to suggest ways in which staff absenteeism can be reduced and how standards and morale in general can be raised.

I have written to your Chief Education Officer requesting permission to approach Headteachers in the area to gain support for this research and permission has been granted.

I feel sure that many teachers will wish to fill in this questionnaire but, obviously, it must be with your consent, as Head of the school, if the questionnaire is to be administered during school time. I assure you that the questionnaire is completely confidential: no name, name of school or name of Authority is required. I emphasise that this research is in no way an attempt to 'assess' individual teachers, schools or Authorities.

I am a teacher myself, currently employed in Wakefield. There will be difficulties in administering the questionnaire and this is where your support would be greatly appreciated. I would deliver to the school a certain number of questionnaires to be collected by any staff wishing to participate in the study. I would ask you to mention the study to your staff and then to collect in the completed questionnaires and I will collect them from the school at a later date. Reassurances must be given to the staff that their completed copies would not be read.

It would greatly assist me if you could briefly discuss the importance of this study with your staff.

I realise that you are very busy and I will understand if you decline to give your support. However, I hope you agree that stress in teaching is on the increase and that we, as a profession, need to look at the problem in more detail. This study is designed to do just that. It should not be viewed merely to find criticisms: quite the reverse, it is intended to improve the profession as a whole.

If you have any questions, please contact me at Pontefract 795161 (Featherstone High School) between 12.10 and 12.50.

Thanking you in anticipation.

S. Mills (Miss)

APPENDIX 3    LETTER OF THANKS TO HEADTEACHERS

Dear Sir,

May I express my sincere thanks to you and your staff for the help you gave me recently in the filling in of the questionnaire relating to "TEACHER STRESS AND MORALE".

The questionnaires are now undergoing treatment and the response has been most enthusiastic. Careful thought and much time has obviously gone into the answers and I am most appreciative of the efforts.

I hope to submit my thesis in the summer of 1986. The thesis will be in the library at Bradford University if any teacher wishes to read the outcome. However, I will notify all schools that took part of the outcome of any findings.

Once again, may I offer my sincere thanks for your efforts.

Yours sincerely,



APPENDIX 4

SPECIMEN COPY OF QUESTIONNAIRE

## TEACHER STRESS AND MORALE

### A QUESTIONNAIRE

This questionnaire assumes the existence of stress in teaching and intends to pinpoint those areas that cause the most harmful types of stress.

It also assumes teachers to be of above average intelligence; hence no disguise of the real intentions.

As the result of this study will be of great relevance to all teachers, it is again assumed that you will answer with complete truthfulness even if this conflicts with your view of what you SHOULD answer.

Please do NOT give you name or the name of your school.

Thanking you in anticipation.

**SECTION A****PERSONAL DETAILS**

Please tick the box that applies to you.

1. Male ☐ Female ☐ Married ☐ Single ☐

2. Age group

<input type="checkbox"/>	probationer
<input type="checkbox"/>	21 - 30
<input type="checkbox"/>	31 - 40
<input type="checkbox"/>	41 - 50
<input type="checkbox"/>	Over 50

3. Length of service (Years)

<input type="checkbox"/>	0 - 5
<input type="checkbox"/>	6 - 15
<input type="checkbox"/>	16 - 25
<input type="checkbox"/>	Over 25

4. Type of school

<input type="checkbox"/>	Junior
<input type="checkbox"/>	Middle
<input type="checkbox"/>	Secondary including 11 and 12 year olds
<input type="checkbox"/>	Secondary excluding 11 and 12 year olds

5. Job Classification

<input type="checkbox"/>	Assistant teacher
<input type="checkbox"/>	Middle management (Year tutor/H.O.D.)
<input type="checkbox"/>	Senior management (Dep. Head, Sen. Teacher)
<input type="checkbox"/>	Headteacher

6. Catchment area of the school

<input type="checkbox"/>	Lower financial bracket
<input type="checkbox"/>	Middle financial bracket
<input type="checkbox"/>	Higher financial bracket
<input type="checkbox"/>	Extremes of financial brackets
<input type="checkbox"/>	Multi-ethnic intake

7. Are the parents of your pupils GENERALLY

<input type="checkbox"/>	Very supportive
<input type="checkbox"/>	Moderately supportive
<input type="checkbox"/>	Non supportive



8. Do you consider teaching to be ☐ a skillful trade  
☐ a profession
9. Do you consider yourself to be ☐ underweight  
☐ correct weight  
☐ overweight
10. Bearing in mind your weight, are you ☐ tall  
☐ average height  
☐ short
11. What is your general health ☐ good  
☐ O.K.  
☐ poor
12. Do you smoke ☐ more than 30 a day  
☐ 10 - 30 a day  
☐ none or below 10 a day
13. Do you drink alcohol ☐ every day  
☐ at least 4 days a week  
☐ moderately  
☐ never
14. Are your hobbies ☐ academic and sedentary  
☐ physical and sporty
15. Are the following people teachers ☐ husband  
☐ wife  
☐ neither

**SECTION B****HISTORY OF HEALTH AND HEALTH RELATED INCIDENTS**

This section refers to ailments and events that have happened to you in THE LAST EIGHTEEN MONTHS.

16. What part of the day are you 'at your best' at school ☐ morning  
☐ afternoon
17. When short tempered at work, who is this with  
  
never ☐ with pupils ☐ with colleagues ☐ with superiors ☐
18. Is there a history of any of these illnesses in your family  
  
☐ heart disease  
☐ cancer  
☐ stomach disorders
19. Have you consulted your doctor (or other such people) for:  
  
☐ excessive drinking  
☐ smoking  
☐ weight problems  
☐ drug use
20. In the average term, do you suffer from any of these AT LEAST 3 TIMES  
  
☐ sleeplessness  
☐ twitching of the eye  
☐ tearfulness  
☐ loss of voice  
☐ loss of weight  
☐ cold sweats
21. When you feel 'under the weather' at work, does it affect you in any of the following ways  
  
☐ cynicism  
☐ pessimism  
☐ irritability  
☐ moodiness  
☐ forgetfulness  
☐ social withdrawal  
☐ loss of interest in work

22. Does teaching make you feel any of the following, more than 3 times a week

<input type="checkbox"/>	bad tempered
<input type="checkbox"/>	panicky
<input type="checkbox"/>	apathetic
<input type="checkbox"/>	inadequate
<input type="checkbox"/>	depressed
<input type="checkbox"/>	emotionally exhausted

23. Do the following deteriorate when you feel 'below par' at work

<input type="checkbox"/>	work performance
<input type="checkbox"/>	relationships with pupils
<input type="checkbox"/>	relationships with colleagues
<input type="checkbox"/>	relationships with superiors
<input type="checkbox"/>	confidence in yourself
<input type="checkbox"/>	clarity of thought processes
<input type="checkbox"/>	relationships with people at home

24. When you suffer headaches, are they usually 

<input type="checkbox"/>
<input type="checkbox"/>

 at work  
at home

25. When faced with an annoying situation at work, do you feel any of these

<input type="checkbox"/>	increased heartrate
<input type="checkbox"/>	trembly
<input type="checkbox"/>	sweaty
<input type="checkbox"/>	red in the face
<input type="checkbox"/>	others, please state

26. Have any of the following caused you reason for concern

<input type="checkbox"/>	body rashes
<input type="checkbox"/>	heartburn
<input type="checkbox"/>	indigestion
<input type="checkbox"/>	backache
<input type="checkbox"/>	stomach ulcers
<input type="checkbox"/>	migraine

27. On a 'bad day' do you ever feel

<input type="checkbox"/>	an inability to relax
<input type="checkbox"/>	suspicious of colleagues
<input type="checkbox"/>	suspicious of pupils
<input type="checkbox"/>	reluctant to accept criticism
<input type="checkbox"/>	incapable of concentration
<input type="checkbox"/>	unable to cope



28. Do you ever consider leaving teaching if you could match salary etc.

<input type="checkbox"/>	yes
<input type="checkbox"/>	no
<input type="checkbox"/>	sometimes

29. At work, do you ever feel

<input type="checkbox"/>	over excited
<input type="checkbox"/>	frightened of your feelings

30. During a lesson, do you ever find yourself

<input type="checkbox"/>	sighing
<input type="checkbox"/>	feeling dizzy
<input type="checkbox"/>	day dreaming
<input type="checkbox"/>	none of the above, but others .....

31. Have you ever noticed any of the following in yourself

<input type="checkbox"/>	laughter less frequent
<input type="checkbox"/>	reduced concentration span
<input type="checkbox"/>	increased sensitivity to noise
<input type="checkbox"/>	inability to make decisions
<input type="checkbox"/>	heart palpitations
<input type="checkbox"/>	sweating
<input type="checkbox"/>	reduced bladder control
<input type="checkbox"/>	reduced bowel control

32. Do you take sleeping pills

<input type="checkbox"/>	never
<input type="checkbox"/>	sometimes
<input type="checkbox"/>	frequently
<input type="checkbox"/>	very often
<input type="checkbox"/>	less during a school holiday

33. Have you taken up an activity that required TOTAL dedication and is very time consuming e.g. religion, politics, higher education, dancing etc.

<input type="checkbox"/>	yes
<input type="checkbox"/>	no

If yes, please explain .....

34. What is your rate of absenteeism per term

<input type="checkbox"/>	0 - 3 days
<input type="checkbox"/>	4 - 10 days
<input type="checkbox"/>	more than 10 days

35. When absent, is the duration normally

<input type="checkbox"/>	one day
<input type="checkbox"/>	3 - 5 days
<input type="checkbox"/>	more than 1 week

36. Do you ever take time off work when you are not really ill

<input type="checkbox"/>	never
<input type="checkbox"/>	sometimes
<input type="checkbox"/>	often

If often, please explain why .....

37. Please list as many ailments AS YOU CAN REMEMBER that you have suffered over the last 18 months, even if time off work has not been taken. It would be helpful if you could specify ailments that are directly attributable to your working environment e.g. accidents at work, germs going round school etc.

38. Is your patience better during holiday times

<input type="checkbox"/>	yes
<input type="checkbox"/>	no
<input type="checkbox"/>	don't know

39. What ailments are you particularly prone to .....

## SECTION C

## EVERYDAY INCIDENTS

**Please judge the level of annoyance felt when faced with the following situations on a scale of 1 - 5.**

1. - Unaffected
2. - Niggled for the immediate moment only
3. - Annoyed for up to at least one hour after the incident
4. - Annoyed for the rest of the day
5. - Extreme anger and frustration. Anger slow to dissipate even over several days.

**Please tick appropriate box.**

	1	2	3	4	5
1. Pupil verbal abuse					
2. Large classes					
3. Physical abuse from pupils					
4. Verbal abuse from parents					
5. Ridicule or abuse from superiors					
6. Long working hours					
7. Low salaries compared with other professions					
8. Interruptions to lessons					
9. Covering for absent colleagues					
10. Heavy marking load					
11. Too much paperwork, e.g. form filling, reports					
12. Mixed ability teaching					
13. Range of ability level e.g. 'A' level before break remedial after break					
14. Being constantly 'on stage' in the classroom - unable to be quiet and alone if you so wish					
15. Supervision at breaktime					
16. Supervision at lunchtime					
17. Being 'expected' to be involved in out of school activities					
18. Meeting of deadlines e.g. exams, reports					
19. Carrying of books and equipment up and down stairs and long distances					
20. Lack of confidence in superiors relating to pupil discipline					
21. Working in dirty surroundings					



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[illegible]

**SECTION D****SELF ANALYSIS**

What type of person do you consider yourself to be. Please tick any of the following statements that you feel describes yourself.

<input type="checkbox"/>	Intensive drive
<input type="checkbox"/>	Easy going
<input type="checkbox"/>	Aggressive
<input type="checkbox"/>	Hard to make angry
<input type="checkbox"/>	Very ambitious
<input type="checkbox"/>	Not preoccupied with achievement
<input type="checkbox"/>	Highly competitive
<input type="checkbox"/>	Not very competitive
<input type="checkbox"/>	Pit yourself against the clock
<input type="checkbox"/>	Not driven by the clock
<input type="checkbox"/>	Very hard working
<input type="checkbox"/>	Enjoy leisure
<input type="checkbox"/>	Restless
<input type="checkbox"/>	Seldom becomes impatient
<input type="checkbox"/>	A perfectionist
<input type="checkbox"/>	Reasonable
<input type="checkbox"/>	Smokes cigarettes
<input type="checkbox"/>	Smokes a pipe
<input type="checkbox"/>	You have an air of hostility that can make people nervous
<input type="checkbox"/>	Hard to make angry
<input type="checkbox"/>	Brisk, decisive self confidence
<input type="checkbox"/>	Slow speaker
<input type="checkbox"/>	Do not linger over meals
<input type="checkbox"/>	Make mealtime a social occasion
<input type="checkbox"/>	Often hard to get along with
<input type="checkbox"/>	Sociable
<input type="checkbox"/>	Go to bed early, not much time for socialising
<input type="checkbox"/>	Stay up late generally

Are you an ☐ INTROVERT  
☐ EXTROVERT

Would you prefer to be ☐ An eagle living on top of a mountain  
☐ A seal living in the sea

SECTION E

GENERAL OPINIONS

Please tick the appropriate box.

1.

Do you think your college equipped you well enough for your job as a teacher

yes  
no
2.

Would you enter teaching again knowing what you know now

yes  
no
3.

Has teaching become

more demanding  
less demanding
4.

Do you find teaching to be a satisfying job

yes  
no
5.

Do you look forward to a free lesson

to relax  
get away from the pupils  
catch up on marking etc.  
socialise with staff  
discuss and develop better ideas  
others please state
6.

Do you resent teachers who have a considerable amount of time off work

yes  
no  
only if I have to cover
7.

Do you consider that teachers should be consulted when major educational changes are being considered

a) by the government

b) by the LEA

c) by your school

yes  
no  
yes  
no  
yes  
no
8.

Should pay automatically be increasd when different job specifications alter e.g. ROSLA, Introduction of comprehensive education, Reorganisation

yes  
no



9. Would you like to see the school, as an organisation, run on more democratic lines e.g. a board of experienced teachers and/or administrators
- |  |     |
|--|-----|
|  | yes |
|  | no  |
10. Is there room for professional administrators in school management
- |  |     |
|--|-----|
|  | yes |
|  | no  |
11. Tick any of the following that you consider weaknesses in your school
- |  |                              |
|--|------------------------------|
|  | care of probabtioners        |
|  | help and advice for teachers |
|  | innovation and new ideas     |
|  | career prospects             |
12. Tick any of the following that you consider weaknesses in your LEA
- |  |                         |
|--|-------------------------|
|  | In service courses      |
|  | Support from advisers   |
|  | Training for management |
|  | Career prospects        |
|  | Resources               |
|  | Co-operation            |
13. Education should be privatised with teachers having an automatic share in the school they work in. Should this statement be considered as a possibility
- |  |     |
|--|-----|
|  | yes |
|  | no  |
14. Do you consider that a teacher has enough 'perks'
- |  |     |
|--|-----|
|  | yes |
|  | no  |
15. Is teaching what you expected it to be when you trained
- |  |     |
|--|-----|
|  | yes |
|  | no  |
16. In what order to you consider the following to be deteriorating
- |  |                         |
|--|-------------------------|
|  | working conditions      |
|  | salary                  |
|  | job prospects           |
|  | enjoyment of teaching   |
|  | confidence in superiors |

17. Of all the things that annoy you at work, which gives you the most annoyance;

<input type="checkbox"/>	Facilities
<input type="checkbox"/>	Pupils
<input type="checkbox"/>	Management
<input type="checkbox"/>	Colleagues

18. At break and lunch times would you prefer to be

<input type="checkbox"/>	in the staffroom
<input type="checkbox"/>	in your classroom
<input type="checkbox"/>	out of school
<input type="checkbox"/>	in a meeting
<input type="checkbox"/>	other, please state .....

19. Of all incidents faced at school, which TYPE upsets and angers you the most.  
Please state .....  
.....

20. In whose eyes do you most feel the need to be a good teacher

<input type="checkbox"/>	the pupils
<input type="checkbox"/>	the parents
<input type="checkbox"/>	colleagues
<input type="checkbox"/>	superiors
<input type="checkbox"/>	own family
<input type="checkbox"/>	yourself
<input type="checkbox"/>	none of these

21. Would you liken a school to

<input type="checkbox"/>	a hospital
<input type="checkbox"/>	a factory
<input type="checkbox"/>	a prison
<input type="checkbox"/>	other, please state .....

22. Do you think that management should be specifically trained as in commerce, industry etc.

<input type="checkbox"/>	yes
<input type="checkbox"/>	no

23. What is your attitude to your senior management. Do you:

<input type="checkbox"/>	a) Like them as people/Respect them as superiors
<input type="checkbox"/>	b) Like them as people/Have little respect as superiors
<input type="checkbox"/>	c) Dislike them as people/Have little respect as superiors
<input type="checkbox"/>	d) Dislike them as people/Respect them as superiors

24.

Are you sure of your own role in your school

yes  
no
25.

Are you sure of everyone elses role in your school

yes  
no
26.

Are the areas of responsibility of the senior management team clearly defined

yes  
no
27.

Do you prefer to work for a head that

dictates  
consults  
delegates  
cajoles
28.

Do you think management should come from

pastoral heads  
departmental heads  
either  
neither, please explain
29.

What main qualities should a deputy head possess

1.

2.

3.
30.

What main qualities should a head possess

1.

2.

3.
31.

Should extra non teaching time be allocated to people with extra responsibilities;

as well as extra salary  
instead of extra salary
32.

Is the chain of command in your school;

efficient  
satisfactory  
below average  
poor  
non existent



33. Do you consider a deputy headship should be

<input type="checkbox"/>	a stepping stone to headship
<input type="checkbox"/>	an end in itself

34. Should the pastoral needs of a school be dealt with by;

<input type="checkbox"/>	a vertical house system
<input type="checkbox"/>	a horizontal year system
<input type="checkbox"/>	a qualified, non teaching counselling department
<input type="checkbox"/>	other, please state .....

35. Do you ever suffer from conflicts of role e.g. pastoral, departmental, house responsibilities, working parties etc.

<input type="checkbox"/>	yes
<input type="checkbox"/>	no
<input type="checkbox"/>	If yes, please state .....

36. Who do you think sets the 'climate' in your school

<input type="checkbox"/>	management
<input type="checkbox"/>	teachers
<input type="checkbox"/>	pupils
<input type="checkbox"/>	others

37. Should refresher courses for teachers be compulsory (during school time)

<input type="checkbox"/>	No
<input type="checkbox"/>	Every 2 years
<input type="checkbox"/>	Every 5 years
<input type="checkbox"/>	Every 10 years

38. Does the share out of responsibility allowances reflect the competence of the holders in your school;

<input type="checkbox"/>	yes
<input type="checkbox"/>	no

If no, please comment .....

39. How do you get your work problems and frustrations 'out of your system'

<input type="checkbox"/>	Talking with a partner
<input type="checkbox"/>	Involvement in sport
<input type="checkbox"/>	Talking with colleagues
<input type="checkbox"/>	Talking with family
<input type="checkbox"/>	Involvement with hobbies
<input type="checkbox"/>	Talking with friends
<input type="checkbox"/>	Others, please state .....

40. Does being unsure of the role of your superiors cause you frustration

<input type="checkbox"/>	yes
<input type="checkbox"/>	no

41. Does being unsure of your role cause conflict with others

<input type="checkbox"/>	yes
<input type="checkbox"/>	no

42. What factor motivates you the most. Please tick one only.

<input type="checkbox"/>	Chance of promotion
<input type="checkbox"/>	Self fulfilment and pride
<input type="checkbox"/>	Real interest in the children
<input type="checkbox"/>	Other, please state .....

**SECTION F****COMMENTS**

Bearing in mind the nature of this questionnaire, please give as many of your ideas, gripes and complaints as you wish. Also include as many possible reasons and alternatives as well as solutions as you feel. This is an ideal time to SAY WHAT YOU THINK IN COMPLETE CONFIDENCE.

1. What, if any, changes would you like to see in the teaching profession and why.
2. Have you, or a teacher known to you, experienced illness proved to be directly linked to stress, fatigue, tension etc.
3. If you could structure the staffing of a school, how would you structure the senior and middle management.
4. Any other comments, opinions and observations will be gratefully received. Use as much paper as you wish, it will all be read and considered.
5. Any queries or questions, please contact Miss S. Mills  
Castleford 514608

Thank you MOST sincerely for your time, effort and obvious concern for your work.